

Sandwood Primary School



Reading Policy



SANDWOOD PRIMARY school

Reading Policy

Aim

Our overall aims are to develop readers who:-

- Are enthusiastic and confident readers who can understand a wide range of texts.
- Read for interest, information and enjoyment.

Rationale

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Specific Aims

Children should:

- Read aloud fluently and with expression;
- Read for meaning;
- Read texts critically;
- Read a wide range of fiction, poetry and non-fiction materials;
- Use all cueing strategies for reading including:
 - Phonic (sounding the letters and blending them together)
 - Visual (whole word recognition and analogy with known words)
 - Contextual (use of picture and background knowledge)
 - Grammatical (which words make sense)
- Listen to texts attentively.

We use the **Literacy for All Framework** as directed by Glasgow City Council

The framework is used to:

- Indicate progression within as well as across levels by accurately highlighting the knowledge, skills and understanding required to become a literate learner at each stage of a child's CfE journey (including at key transition points)
- Ensure consistency of learner experience within and across establishments
- Support and augment existing planning structures
- Support practitioner knowledge and understanding
- Help track breadth of coverage of CfE Literacy and English
- Support tracking of progress leading to robust practitioner judgement
- Assist in implementation of the moderation cycle
- Aid practitioners in making links throughout Literacy and English and across other curricular areas

Teaching Approaches

P1-3

We use the Storyworlds Reading Scheme which has been designed to meet the demand for a reading programme which enables teachers to develop pupils' literacy skills using a variety of methods.

In addition non-fiction texts from the Ginn All Aboard reading Scheme is used. There are 12 stages in total.

On completion of Stage 9 the children will move to Literacy World Stage 1.

Storyworlds Bridges (stages 10-12) may be used by children in P3 who have already completed the 9 main stages or by children further up the school who require additional work before commencing Literacy World.

Each world has 4 stages – Our World, Animal World, Fantasy World and Once Upon a Time World.

Before beginning Stage 1 complete word building and readiness for reading exercises and activities. Stage 1 can then commence depending on children's ability.

Books are taught in school first prior to being sent home.

P4-7

We use the Literacy World Reading Scheme. This scheme has Core Readers, Satellites for struggling readers and Comets for more able pupils.

Other reading texts are used to support learning at different times throughout the school year and all stages participate in Novel Studies.