

Street Lane Primary School.
Individual Reading Policy.

What is Individual Reading?

A child reading to an adult where the reading material is matched to the child's ability. The text should have some degree of difficulty – in any page there should be a couple of words which provide challenge. If the text provides no challenge a child will become bored, if the text has too much challenge a child will be discouraged and not want to read.

Who listens to Individual Readers?

Teachers, classroom support assistants, parents/carers, student teachers and volunteers all listen to readers over every term.

Where is Individual Reading carried out?

Any available space within school! We encourage children to read in any space where they feel comfortable and confident.

When does Individual Reading happen?

This is dependent upon the level of support offered to each class. Teachers tend to hear children read at the start of the school day, during assemblies, breaks and lunchtimes. Classroom assistants and parent/carer helpers sometimes take individual children for reading during class time. This is carefully planned to ensure the child does not miss taught sessions which they would need to rely upon to complete later work.

Each child is heard read individually by a teacher or an established teaching assistant at least once a week. Children who have been identified as needing support to improve their reading are targeted for additional reading whenever possible.

Parent/carers are encouraged to hear their child read every day. We ask them to write in the reading record/diary to let us know about their child's attitude to reading, reaction to the text, progress etc.

Which children undertake Individual Reading?

All children from Foundation Stage 2 to Year 6 are heard read individually on a weekly basis. For Year 5 and 6 this may not be during in a formal reading session but as part of a topic or literacy lesson.

How is Individual Reading carried out?

- Every child has a reading record/diary and an individual scheme reading book.
- In Key Stage 1 the class teacher and teaching assistant will always remind the children of their current target and reading targets will be worked on if possible/appropriate to the text.
- Within the reading diary each adult records the title of the present book, the page number (if relevant) and the date.
- All adults encourage the children to decipher unknown text for themselves – using the strategies taught in class and in particular those skills and strategies taught in their guided reading sessions.
- Children are then questioned about the text that they have read in order to check for levels of comprehension.
- A constructive/positive comment is then made by the adult in the reading diary, sometimes with targets for development. If a child has struggled with a particular book, they might be asked to reread this.

READING STRATEGIES

- Phonics
- Knowledge of context
- Word recognition
- Graphic Knowledge

- Grammatical Knowledge
- Picture cues
- Fluency
- Intonation
- Punctuation
- Comprehension

Assessment of Individual Reading

Comments are made in the reading diaries after each reading conference. A dialogue is entered into between home and school, which allows us to keep the child's progress closely monitored. Comments are positive but also have constructive criticisms made and further development targets set.

Record Keeping for Individual Reading

Each class has a class record which shows title of book, level the child is reading from and the date the book has been changed. The children in the Foundation Stage 2 classes may start their reading journey by reading letter and word cards, captions or playing word games.

Resources for Individual Reading.

The school mainly follows the 'Oxford Reading Tree' Individual Reading Scheme, but also supplements with additional books from other schemes (Project X, Comics for Phonics) in order to ensure any areas of weakness within the scheme are catered for. All Individual Reading Scheme books are kept in levelled colour coded bays on our reading book shelves.

Library books.

Children are also encouraged to read from a range of 'real' books from either the library or from the reading trolleys in each classroom. Children visit the mobile library as often as possible for a library session and borrow a book at this time.

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