

Beeslack ASG

Reading Policy

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Aims of the Policy

We aim to create a rich and stimulating environment in which our pupils build reading skills which will enable them to read critically and reap the benefits of reading for pleasure. We will regularly use inter-disciplinary learning and contextual opportunities to do this.

Across the sectors within the cluster we aim to share good practice and ensure consistency of approach with regard to reading and the skills involved.

Reading is a tool for everyday life, allowing us to make sense of the world around us and become:

- Successful learners
- Confident Individuals
- Responsible Citizens
- Effective contributors

Meeting the Experiences and Outcomes

The Experiences and Outcomes relating to Reading are broken down into the following strands:

- Enjoyment and choice
- Tools for reading
- Finding and using Information
- Understanding, analysing and evaluating

Guidelines on the learning and teaching of Reading skills can be found in the Midlothian Literacy Strategy document and members of the ASG will use the strategy. It is likely that any given task may deal with a number of the areas listed above and there is no doubt that competence in one area compliments the other. It is vital that the foundation of reading begins with a strong sense of enjoyment and choice. The pleasure of reading, whether it be for information or for pleasure is of key importance.

Reading for Pleasure

The promotion of reading for pleasure is a priority and will be apparent throughout a child's progression through the four levels of CfE.

Across both sectors we will:

- Encourage reading for pleasure through provision of access to all types of texts including information books, fiction, digital texts and graphic novels.
- Actively encourage the use of class, school and local libraries
- Commit to planning for and promoting personal reading (offering regular opportunities for individual reading)
- Commit to supporting personal reading within schools with buddying systems and across sectors with the P5-P7 Reading programme with S6 pupils.
- Provide opportunities for pupils to be read to, including by an adult.
- Provide opportunities to discuss and share views on the texts they have read.
- Encourage participation in reading initiatives such as The Midlothian Reading Challenge, Read for the Future, live GLOW events and author visits etc.

Planning

- Year Plans should show the elements of Reading being taught.
- Class teachers use Midlothian Rubrics per group for each area of Reading.
- Staff should record which areas are to be covered by highlighting in the appropriate term colour and then dating when experienced. (See below)

Term Highlight Colours

Term	Colour
Aug- Oct	Yellow
Oct- Dec	Blue
Jan- Apr	Green
Apr- Jun	Orange

Common Approaches to Teaching and Learning

The other areas of reading are all skills focused. Some of the common approaches to be adopted across the Primary and Secondary schools include:

- Teachers identify and focus on teaching the skills identified within the reading rubrics. (See appendix)
- We use the Midlothian “Teaching Reading” strategy as a guide for lessons. (See appendix)
- Children should experience a wide range of genres and engage with digital and print texts.
- Children read a balance of fiction and non-fiction texts.
- Opportunities within relevant contexts and inter-disciplinary learning should be sought for addressing reading experiences and outcomes.
- Novel studies are used at least once a year.
- Consideration should be paid to critical literacy and the validity and reliability of the sources/texts that the pupils encounter.
- Pupils should be introduced to the process of acknowledging sources, building towards an appropriate bibliography from Second Level.
- Note making while reading for information should, wherever possible, be for a relevant purpose – perhaps creating a piece of writing or feeding back to the class.
- Work on reading should be differentiated to take account of varying abilities to ensure enjoyment and appropriate challenge. Support for Learning staff will liaise and work with teachers to achieve this.

Assessment and Moderation

All skills will be assessed on an on-going basis using a mixture of summative and formative assessment appropriate to the task. As an Associated Schools Group, we follow Midlothian's guide to assessing reading.

Opportunities will be provided for teachers across the sectors to moderate reading activities and agree standards to ensure consistency and meaningful progression.

The dates of these moderation meetings will be agreed with the Literacy Champions early in the session.

Transfer of Information

The following information will be passed on within schools and across sectors:

- Reading ages
- PIP results
- GL assessment results
- Group names with levels
- Reading plans

Evaluation of policy

We endeavour to review the policy and practices on an annual basis to ensure the policy is current and useful to schools and individuals within the ASG.

Appendix of Resources

The following resources can be found digitally on the *Midlothian Literacy and English* page on GLOW:

- Midlothian Literacies Strategy
- Midlothian Council – “Teaching Reading P1 – P3”
- Midlothian Council – “Teaching Reading P3 – P7”
- Midlothian Council Reading Rubrics
- Details of the Midlothian Reading Challenge

The following link will give access to these resources:

<https://portal.glowscotland.org.uk/establishments/midlothiancouncileducation/Literacy/default.asp>
[X](#)

Alternatively, paper copies of the reading rubrics and guidelines for teaching reading are held in each school.