

**GLENCORSE PRIMARY SCHOOL**  
*'A small school building big dreams'*

**READING POLICY**

**INTRODUCTION**

“Reading is a complex skill with many components, none of which should be hierarchical or used in isolation. Successful approaches to the teaching of reading should encourage children to use a variety of strategies to help make sense of text:

- making meaning from text
- the way text is put together
- letter/sound correspondence

The learning of these skills will be set in an environment rich in print and which emphasises the enjoyment of reading. Children will continue to develop these skills throughout their schooling”.

*(A Policy for Reading, Lothian Region)*

Reading skills should be developed within the context of a whole school language programme.

The school language policy will reflect National 5-14 Guidelines, Regional Policy and take account of current educational theory and research.

**AIMS**

We aim that our pupils:

- become confident, independent, reflective readers, who read both for pleasure and as a means of accessing information from a range of texts and for a variety of purposes
- will be exposed to and learn to value literature from their own and other cultures.

**METHODOLOGY**

Effective liaison enables the teacher to build on the child’s present skills and experiences.

Liaison is especially important:

- between Nursery and Primary
- when pupils move from one class to another
- between class teacher, Learning Support, Management team
- Primary and Secondary school at transfer stage.

Observing children in a range of play activities will help teachers assess their readiness to begin a 'formal' reading programme. Information from PIPS assessment will also be used.

Children will then be grouped accordingly. When organising groups, teachers should give thought to practical issues involved.

e.g. viable number of groups  
number of children in each group

This will help facilitate effective classroom organisation and consequently affect the quality of Learning and Teaching.

A small number of children will require an individual programme specific to their needs. These children must also be given the opportunity to work as part of a group for other language activities.

At the early stages, teachers will work with children on a daily basis. Phonic skills will be taught in line with the methodology of Jolly Phonics.

At the upper stages, teachers will aim to work in some depth with each group twice a week. Children who receive Learning Support for reading should be heard daily. This may involve hearing children read, discussion of the text, reinforcement activities, preparation of next passage and teaching of new skills.

Although a multisensory approach will be used, teachers must acknowledge that no single approach works for all children. Their individual needs and learning styles must be taken into account.

## **ORGANISATION**

Many organisational aspects will remain relevant throughout the school, but materials and contexts will change and should reflect the age, ability and interest level of the pupils concerned.

Differentiation should be evident at all stages in both planning and practice.

As well as making use of the school library, each class will aim to have an attractive, well-stocked and accessible classroom library. This should provide pupils with:

- comfortable seating area to encourage personal reading without undue distraction
- a wide variety of books across all genres
- a selection of reading material for the range of ability in each class, taking account of the age and interest level of the class
- a selection of books should be attractively displayed to encourage appropriate choice of reading material.

Pupils' written (or scribed) work should be thoughtfully displayed at a level accessible to pupils. Work should be displayed in class and around school and pupils encouraged to read and discuss others' work.

## **RESOURCES**

We aim to present our pupils with resources of a high quality across a range of genres.

A choice of differentiated texts, including information books, should be available at all stages throughout school.

At the earliest stages, the core scheme will be the Oxford Reading Tree. This will be supplemented by a range of 'real' books, including a selection of Sunshine Readers and quality picture books.

As their skills develop however, children should be introduced to novels to be read both individually and within their reading group. Information books, dictionaries, encyclopaedia and reference books will be available and pupils taught how to make use of them.

At all stages, pupils should continue to experience the pleasure of being read to.

Resources, including listening centres and computer programmes, will be available to support the development of reading skills. (Appendix 1)

All class teachers are the primary human resource. Their work can be supported by a combination of the following:

- parents
- L.S. staff
- promoted staff
- older competent readers
- outside agency personnel

## **ASSESSMENT**

Pupil progress will be regularly and closely monitored by the class teacher.

Children entering P1 will be assessed using the PIPS programme in September and then again at end of P1, in May.

Children in P4 and P7 will be tested in the summer term.

ORT assessment sheets will be used to record progress.

Forward Planning sheets will be used to indicate reading strategies to be taught and next steps required.

A list of books/novels will be kept for each group/child and highlighted once read. (Appendix 2) This will be kept in the class Record of Work folder. Teachers will use National Tests to confirm levels children are working at.

### **DIAGNOSTIC ASSESSMENT**

Where difficulties arise, we promote a policy of early intervention to support the child, the parent and the class teacher. Significant concerns will be recorded as agreed. (Appendix 3) Diagnostic assessment may form part of this early intervention and will be carried out by the Learning Support teacher and other appropriate personnel, e.g. Educational Psychologist, Occupational Therapist.

### **SELF/PEER ASSESSMENT**

Pupils should be given ample opportunity to discuss and reflect upon their learning and progress. An important part of this process is learning to comment constructively on their own and others' work.

### **HOMEWORK**

Homework, in relation to reading, will be given in line with school policy on Homework.

**READING RESOURCES**

- Listening Centres
- Computer Programmes
- Oxford Reading Tree - tapes  
books  
workbooks  
computer programmes  
'Fact Finders'  
Rhyme and Analogy
- Discovery World
- Tree Tops - stage 10 – 16  
plays
- Wolf Hill
- Novel Studies
- Poetry Books - Poetry Parade  
Classic Poems  
Poems Around the World
- Developing Literacy
- Learning Targets for Literacy
- Literacy Hours
- Shared Texts
- Comprehension Books
- 'Big Book
- Scholastic Literary Centre
- North Lanarkshire Council - 'Another Look at Reading'  
'Reading for Information'

# OXFORD READING TREE

## EARLY/FIRST LEVEL

### **STAGE ONE**

#### **Picture Books**

1. At School
2. Getting Up
3. Look Out!
4. The Haircut
5. The Lost Teddy
6. The Library

#### **Biff & Chip Stories**

1. The Swing Ball
2. The Street Fair
3. The Big Box
4. Fetch!
5. The Hedgehog
6. The Apple

### **STAGE TWO - Green**

#### **Core**

1. Toys Party
2. New Trainers
3. New Dog
4. What a Bad Dog
5. Go-Kart
6. The Dream

#### **Pack A**

1. Floppy's Bath
2. The Baby Sitter
3. The Water Fight
4. Kipper's Balloon
5. Spots
6. Kipper's Birthday

### **Pack B**

1. Kipper's Laces
2. The Wobbly Tooth
3. The Foggy Day
4. Biff's Aeroplane
5. Floppy the Hero 8
6. The Chase

### **Wrens**

1. The Headache
2. At the Park
3. Fancy Dress
4. Push
5. Good Old Mum
6. The Pet Shop

### **More Wrens**

1. What a Mess
2. Making Faces
3. The Journey
4. Goal!
5. Who Did That?
6. Shopping

### **STAGE THREE - Blue**

#### **Core**

1. On the Sand
2. The Egg Hunt
3. Nobody Wanted to Play
4. A Cat in the Tree
5. Rope Swing
6. By the Stream

### **Pack A**

1. Kipper the Clown
2. Strawberry Jam
3. Jumble Sale
4. At the Seaside
5. Kipper's Idea
6. The Snowman

### **Pack B**

1. The Barbecue
2. The Carnival
3. At the Pool
4. Bulls Eye
5. Book Week
6. Cold Day

### **Sparrows**

1. Jan and the Anorak
2. Pip at the Zoo
3. Joe and the Bike
4. Midge in Hospital
5. Roy and the Budgie
6. Jan and the Chocolate

### **Wrens**

1. Monkey Tricks
2. Hey Presto!
3. It's the Weather
4. Naughty Children
5. A Sinking Feeling
6. Creepy Crawly

### **More Wrens**

1. What is it?
2. The Lost Puppy
3. New Trees
4. Up and Down
5. The Little Dragon
6. The Band

### **STAGE FOUR - Red**

#### **Core**

1. House for Sale
2. New House
3. Come In
4. Secret Room
5. The Play
6. The Storm

### **Pack A**

1. Nobody Got Wet



2. Weather Vane
3. Poor Old Mum
4. The Wedding
5. The Camcorder
6. The Balloon

### **Sparrows**

1. Roy at the Fun Park
2. Midge and Eggs
3. Joe and Mouse
4. Pip and Monkey

### **More Sparrows**

1. Lucky the Goat
2. Adam's Car
3. Yasmin's Dress
4. Mosque School
5. Yasmin and the Flood
6. Adam goes Shopping

## **STAGE FIVE – Yellow**

### **Core**

1. Magic Key
2. Pirate Adventure
3. Dragon Tree
4. Gran
5. Castle Adventure
6. Village in the Snow

### **Pack A**

1. The Whatsit
2. Underground Adventure
3. Vanishing Cream
4. It's not Fair
5. The Great Race
6. A Monster Mistake

## **STAGE SIX – Orange**

### **Owls**

1. In the Garden
2. Kipper and the Giant
3. The Outing

4. Land of the Dinosaurs
5. Robin Hood
6. Treasure Chest

### **More Owls**

1. A Fright in the Night
2. Rotten Apples
3. Laughing Princess
4. Christmas Adventure
5. Go-Kart Race
6. Shiny Key

## **STAGE SEVEN**

### **Owls**

1. Red Planet
2. Lost in the Jungle
3. The Broken Roof
4. The Lost Key

### **More Owls**

1. The Motorway
2. The Bully
3. The Hunt for Gold
4. Chinese Adventure
5. Roman Adventure
6. The Jigsaw Puzzle

### **Woodpeckers – Poetry**

1. Jill's New Bike
2. Wizard Blot

## **STAGE EIGHT**

### **Magpies**

1. The Kidnappers
2. Viking Adventure
3. The Rainbow Machine
4. The Flying Carpet
5. A Day in London
6. Victorian Adventure

## **STAGE NINE**

### **Magpies**

1. Green Island
2. Storm Castle
3. Superdog
4. The Litter Queen
5. The Quest
6. Survival Adventure

### **Robins**

1. The Village Show
2. A Proper Bike

### **Woodpeckers**

1. Treasure
2. Big R
3. The Ice Giants

## **STAGE TEN**

### **Robins**

1. The Holiday
2. The Secret Plans

### **Treetops**

1. Dexter's Dinosaurs
2. Jellyfish Shoes
3. Blackbones Saves the School
4. The Great Spaghetti Suit
5. Purple Buttons
6. Mr Stofflees and the Painted Tiger
7. The Squint
8. Jungle Shorts
9. The Masked Cleaning Ladies of Om
10. The Masked Cleaning Ladies Save the Day
11. The Wrong Letter
12. The Boss Dog of Blossom Street