



# Gusford Primary School

*"Promoting Achievement and Success."*

## Reading at Home Policy

**Staff Responsible:** L. Hook

**Policy Review:** March 2014

**Next Review:** March 2015

This policy document has been adopted by the whole Local Governing Body and is signed by the chair of governors on its behalf.

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CHAIR OF GOVERNORS

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HEADTEACHER

**DATE POLICY WAS ADOPTED BY THE LOCAL GOVERNING BODY:** \_\_\_\_\_

The policy once consulted on at local level needs to be subject to ratification by the Board of the Active Learning Trust or a committee acting for that Board.

**DATE POLICY WAS RATIFIED BY THE ACTIVE LEARNING TRUST:** \_\_\_\_\_

### **Why reading at home is important:**

Learning to read begins with sharing a love of books. Children who are introduced to books from an early age and who are frequently read to are much more likely to develop reading skills easily.

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black 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. 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 to learn.

Research shows that parental involvement in children's learning is a key factor in improving children's academic attainment and achievements. Parents, grandparents, and siblings have a significant role to play in children's educational development and achievement and in cultivating an enjoyment of learning. Children who are read to regularly at an early age develop their phonic skills more rapidly, demonstrate advanced progress in vocabulary development and make accelerated progress in their reading at school. Children who read regularly at home are much more confident in accessing other subject areas and are much better equipped to meet the demands of a challenging curriculum.

Co-operation and support from parents and carers is paramount if a child is to become a successful and competent reader as they are the most important reader role models for children.

Our aims :

- Children will become enthusiastic and confident readers who can access and understand a wide range of texts.
- Children will read for interest, information and enjoyment.

**Through the delivery of a structured Phonics programme and Literacy curriculum, children at Gusford will:**

- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Be taught a range of skills to decode texts, such as:
  - 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);
- Be encouraged to listen attentively;
- Gain awareness of the close links between reading and writing activities.

**Expectations for reading at home:**

From the earliest age, when children are given reading books, they are expected to take them home and share them with, or read them to, an adult at home. Each child is provided with a reading diary or journal which should be filled in every time the child reads. This provides teachers with a record of the child's progress.

**Early Years:**

In the Nursery and Reception, children are expected to take books home for sharing. Parents are advised to talk about books with their children and share picture books, discussing characters and settings. They are encouraged to read with their child for 10 minutes at least 5 times per week and record comments in the children's diaries.

Drop-in sessions are organised regularly, which provide an opportunity for parents to come into school and share books with their child.

**Key Stage One:**

Reading opportunities are provided on a daily basis. The children are taught in a stimulating environment that is rich in written print. The class teachers share big books with the class and regularly read stories and rhymes.

The Read, Write, Inc. phonic scheme is taught daily. It covers all the pre-requisite skills for reading such as phoneme identification, sequencing, reproduction and blending.

Children at key stage one are expected to read at home at least five times per week. Parents are asked to record a comment in their child's reading diary every time they hear their child read. Teachers monitor the children's reading diaries on a weekly basis.

**Key Stage Two:**

In years 3 and 4, children are expected to read at home at least five times per week and parents are asked to record comments in their reading diaries when they hear their child read. Reading diaries are monitored by the class teacher regularly. Where a child is not reading regularly at home, this will be discussed with parents and advice given on how to support reading at home. Children will then use a playtime to catch up on their reading in school.

In years 5 and 6, reading journals are checked weekly and children are expected to read for 50 to 60 minutes per week. The child could achieve this by reading for 10 minutes five times per week or they may decide to read for an hour once a week. Older children may not wish to read to an adult but parents will still need to sign reading journals to confirm that their child is reading the required amount.

In Key stages one and two, reading competitions and reading challenges are set up every term to encourage children to read regularly at home with their parents. Regular reading is rewarded on a termly basis. Parents are encouraged to speak to class teachers if they would like further assistance or advice on reading with their child.

**Advice to parents:**

Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education. It's best to read little and often, so try to put aside some time for it every day.

**Tips for helping your child to enjoy books:**

- Encourage your child to pretend to 'read' a book before he or she can read words.
- Visit the library as often as possible - take out CDs and DVDs as well as books.
- Schedule a regular time for reading - perhaps when you get home from school or just before bed.
- Look for books on topics that you know your child is interested in - maybe dragons, insects, cookery or a certain sport.
- Make sure that children's books are easily accessible in different rooms around your house.
- To make reading together a special time, choose your location carefully.
- When your child is reading well, choose challenging books to read together that require
- Use different voices for characters, or have an unfamiliar format, for example, cartoons.

