



The John Moore Primary School



Reading Policy



Information for Parents

The following is a brief summary of the way we organise the teaching of reading at The John Moore Primary School.

We hope that this leaflet may answer any questions that you may have about our reading policy.

Your child will have a variety of reading experiences, each requiring a different degree of support. These are outlined as follows:

1) Shared Reading

This takes place with a whole class during the daily Literacy lesson, using a text that requires reading at approximately 75% accuracy. Therefore it is led and supported by the teacher.

2) Guided Reading

This takes place in small groups, with children of similar reading ability. Texts are chosen to match the children's instructional level of reading, which is approximately 90% accuracy.

3) Independent reading, including reading at home

The children choose from a range of books which match their fluency level, at 95% accuracy or above. The purpose of reading at this level is for confidence, expression and enjoyment of content; it also gives children a chance to revisit favourite books if they wish.

We assess the children's reading regularly in order to make sure that the levels for guided and independent reading are correctly matched to their ability. This is done on an individual basis using a system that gives us evidence of strengths and weaknesses in reading. In this way, we are able to build a detailed profile of each child's reading behaviour, which we use to inform our teaching plans. Comprehension is an important aspect of the assessment process, because we are keen to ensure that the children's understanding matches their ability to decode print, whatever their reading level.

Our home reading books are divided into colour bands, which are deliberately fairly broad in their scope, with some overlap between each band. The progression of reading difficulty from one band to another is fairly gradual, and a number of other factors are taken into account when allocating books. This reflects 'best practice' in the teaching of reading.

Your child may encounter variations in the level of decoding difficulty within each band, but should have the necessary strategies to tackle unknown words with relatively little support. On some occasions, he/she may not require any help with decoding, but will benefit from a discussion about the content of the book.

The inside cover of the home/school diary, and the booklet entitled 'Letters and Sounds', (distributed to parents of Foundation Stage children), explain the ways in which you can support your child's reading at home. Please contact your child's teacher if you would like additional information.