



Twechar Primary School and Early Years Centre
Reading Policy

UNCRC Article 29 and Article 31

Sustainable Development Goal 4: Quality Education





1. Our Vision, Values and Aims

Vision

At Twechar Primary School and Early Years Centre, we aim to provide education and care in an inclusive community where we will nurture each individual child to be unique and ambitious. Our environment will empower everyone to trust in themselves, their abilities and others, developing a sense of belonging in their school community and beyond.

Aims

- To encourage children to be ambitious in their play and learning through a wide range of experiences at school, early years centre, home and their community.
- To nurture each child to believe in themselves to be the best they can be.
- To promote an inclusive ethos for all children, families and staff within the school, early years centre and the wider community.
- To build trusting relationships for all through actively listening to the voice of all children, families, staff and our local community.
- To empower children, families, staff and the community to celebrate successes together to build a better future for all.

Values

Fun

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Respect

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Belonging

Omnes pro uno/ All for one



2. Introduction

At Twechar Primary and Early Years Centre, we recognise the importance Literacy and English in the development of our children as individuals. These skills enable our children to express themselves and actively engage in wider society. These skills are essential to provide our children with equitable opportunities and to enable them to live their lives to their fullest potential at home, within our community and with their peers.

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

(CfE Literacy Principles and Practice)

3. Aims

At Twechar Primary and Early Years Centre, we aim to develop the skills and knowledge of language to enable our children to express their thoughts, their emotions and their personal identity. We aim to do this through developing an enjoyment of the written and spoken language skills in Reading and a love for stories. Our approach considers:

- the use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences.
- effective direct and interactive teaching.
- a balance of spontaneous play and planned activities.
- harnessing the motivational benefits of following children and young people's interests through responsive planning.
- collaborative working and independent thinking and learning.
- making meaningful links for learners across different curriculum areas.
- building on the principles of Assessment is for Learning.
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning.
- the development of problem-solving skills and approaches.
- the appropriate and effective use of ICT.



4. Learning and Teaching

Our approach to learning and teaching of Reading is in line with Curriculum for Excellence experiences and outcomes and underpinned by the 7 principles of the curriculum. We aim to teach experiences and outcomes through play, enquiry-based learning, outdoor learning and cooperative learning approaches such as reciprocal reading. The teaching of Reading is organised into different units:

Reading

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

5. Planning

Our teachers plan learning experiences and outcomes considering the needs of our children and focussing on the 7 principles of Curriculum for Excellence – Challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. We plan to deliver lessons that engage and motivate our children.

We will engage and challenge our children through:

- continuing development and consolidation of the range of skills
- increasing independence in applying these skills, and the ability to use them across a widening range of contexts in learning and life
- gradually decreasing levels of support used by the learner (for example from teachers, classroom assistants, parents or peers), and reduced reliance upon techniques such as wordlists or writing frames
- the ability to mediate discussions without teacher intervention
- in reading, the increasing length and complexity of text (for example the text's ideas, structure and vocabulary)

(CfE, Literacy and English Principles and Practice paper)

At all levels, teachers will plan to enable learners to develop their skills with increasing depth over a range of contexts. This will be especially important at early level for those children who may require additional support.



6. Assessment

Within Twechar Primary and Early Years Centre, assessment is a key part of our learning and teaching process. We use both summative and formative approaches to inform next steps in our planning for children's learning.

Teacher observations are crucial in identifying the progress of our pupils. Using our 'show me' boards, our teachers make judgements over the course of a lesson to provide depth to pupil learning. Observations are further reinforced by peer and self-assessment techniques at the end of the lesson in addition to the formative piece of work that has been completed. In Reading, these formative assessments are focussed on specific areas and assessment is considered against the benchmarks for Literacy and English.

At the Primary 1 stage, children undertake the Scottish National Standardised Assessment in Literacy. This assessment tool provides the class teacher with information about next steps for our children. In Primary 4 and Primary 7, children undertake the Scottish National Standardised Assessment in Reading. This also provides teachers with further information to ensure pupils have depth to their learning and support the planning of next steps.

We also use PM Benchmarking and New Group Reading Tests to assess the progress of our children and support the learning and teaching process.

7. Resources

At Twechar Primary and Early Years Centre, we carefully select our resources to develop understanding and provide depth to the learning. We use a variety of resources that promote, stimulate and engage children in the development of Literacy and English skills. Our children experience a breadth of texts that challenge and stimulate their thinking. Some of the resources we use to develop our Literacy and English skills are listed below in their specific areas:

Reading

- Oxford Reading Tree
- Storyworld
- Novel studies
- Big Books
- Bug Club
- Totem Readers
- Personal reading
- Jumpstart resources
- Book Week Scotland
- Pie Corbett Page Turner Novels
- World Book Day



- Personal research
- Magnetic boards
- Text Detectives reading resource

These resources are not exhaustive and are continually reviewed to meet the needs of our children.

8. Pupil Voice

Pupil voice is an essential component of empowering our children at Twechar Primary and Early Years Centre. Our pupils are encouraged to actively participate in the learning process by sharing their thinking. We further engage our children through Pupil Focus Groups to self-evaluate our reading programme and help to plan improvements in these areas.

This is what our pupils think about reading:

"I like reading because my dad likes reading. He has over 100 books!"

"I like reading because it opens up new adventures to me."

"I like reading because it helps me learn"

"I like to read as I find it relaxing."

"Our library corner is comfy and cosy, you can read books or play games."

"I like reading as it's calming and allows me to use my imagination."

9. Support for Learning

At Twechar Primary School and Early Years Centre, we differentiate our curriculum to meet the needs of our children and provide an equitable experience for all. This can include alterations to the amount of work required to be completed by a child, the resource used, the amount of time provided to complete the task or even providing alternative ways for a child to complete a task.

Through regular meetings, where it is identified that differentiation of our curriculum is not meeting the needs of our children, we use a variety of approaches to support our pupils. These approaches are overseen by our Literacy Champion and Additional Support Needs Coordinator. They include:

Reading

- Rapid Reading



- EDC Reading Intervention lessons
- 5 Minute Box
- Additional phonic/common word practice.

10. Partnership

With Twechar Primary and Years Centre at the heart of its community, we also seek opportunities to work collaboratively with our local community partners. We participate in events that encourage our pupils to develop their Literacy and Numeracy skills in a real-life context e.g. supporting coffee mornings, learning for sustainability.

As part of our ongoing partnership to develop reading for enjoyment with our children, we continue to develop and work in partnership with Kirkintilloch Library.

Lesson Formats at Twechar Primary School

A typical reading lesson at Twechar Primary School	
5 minute warm up	Review reading tools and their use (display)
10/15minutes	Reading with an adult/ with peers to develop reading skills
20/25minutes	Follow up task related to the text – comprehension activity (e.g. Text Detectives, Comprehension, True/False/Can't tell activities)
5 minutes	Plenary/ self or peer assessment activity