



'Loving to Learn, Learning to Love'



Reading Policy

Last Approved: September 2023

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Introduction

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of marks on the page but involves the ability to read a wide range of different texts, including fiction, non-fiction, poetry and real world texts such as labels, captions, lists and environmental print with understanding.

Fluency in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff. 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. Reading is a valuable and rewarding aspect of the children's learning and opens the door to a world of knowledge.

Reading development is closely related to that of speaking and listening and writing. It is through immersion in text, reflecting, talking and experiencing the writing process for themselves that children come to understand the relationship which exists between the author and the reader.

St Mark's Primary School has a clear, consistent, whole school approach to reading, enabling our children to become confident, independent and reflective readers.

Aims

To teach children to read words (decode) as well as to read for understanding (reading comprehension).

To build on the child's prior knowledge and early literacy experience.

To identify pupils who require additional support or challenge and intervene at an early stage.

To create a positive reading culture and have a language rich environment within the classroom and throughout the school.

Promote an ethos of achievement by setting high expectations and challenging targets.

For children to develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing.

To work together with parents/carers to develop the child's reading skills.

For children to be enthusiastic, confident, independent, reflective readers who understand a wide range of texts and read for interest, information and enjoyment.

For children to develop a life-long love of books.

Objectives

Children:

- Are taught and use cueing strategies for reading including:
 - 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)

- Develop the ability to read aloud fluently and with expression
- Develop the ability to read for meaning and can talk about what they have read
- Develop the skills required for the critical reading of texts
- Have an interest in words and their meanings, developing a varied and rich vocabulary
- Develop the ability to understand and discuss their reading using appropriate technical vocabulary
- Are taught the skills of deduction and inference
- Use their reading skills across the curriculum, researching and accessing information in all other subjects
- Are encouraged and guided to read a wide range of fiction, poetry and non-fiction materials
- Enjoy reading for pleasure as well as for information.

We teach reading through a combination of approaches by

- Systematic teaching and learning of phonics
- Developing decoding skills
- Developing sight vocabulary
- 1:1 individual reading
- Whole class shared/modelling reading
- Guided reading in groups with the teacher or teaching assistant
- Teaching comprehension skills
- Independent reading at school and at home
- Use of Hanley library
- Drama
- St Mark's recommended Reads

Teaching and Learning

The school teaches from the EYFS Development Matters document and the English National Curriculum 2014. These documents provide guidance for teachers in understanding how children progress across the year groups.

Word Overview

- Develop and use a range of strategies, including accurate decoding of words and texts to read for meaning
- Read multi-syllabic words, words with suffixes and prefixes, read further exception words, noting the unusual correspondences between spelling and sound
- Read texts with confidence and fluency.

Comprehension Overview

- Deduce, infer or interpret information, explain and comment on the writers' use of language
- Read aloud and perform, showing understanding through intonation, tone, volume and action
- Select or retrieve information, events or ideas from texts and use quotation and reference to the text

- Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
- Explain and comment on the writers' use of language, including grammatical and literacy features at word and sentence level
- Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.

Phonics

Read Write Inc. is the synthetic phonics programme used to support the teaching of reading in our school for pupils from Nursery to Year 2. We also ensure support is given to pupils in KS2 who still need additional phonics through the RWI programme. Pupils are grouped in phonics sessions accordingly to their ability.

In RWI Phonics sessions, children read texts matched to their phonic ability for 30 minutes every day. Children are also taught "Red Words" which are not phonetically decodable. Phonics groups are taught by teachers and teaching assistants. Phonics is led by Mrs R Nicholls, who is also the EYFS leader. All early reading books up to a reading age of 6.10-7.2 are fully phonetically decodable.

Shared Reading

Shared reading takes place across the curriculum and is where a text is shared with the whole class. In shared reading, the teacher's role is to make overt what good readers do. During shared reading, the children can access a text which may be challenging to them individually, but with discussion and pre-cueing of new/key vocabulary, this can help them to develop a deeper understanding of the text.

Guided Reading

We follow the Pearson Bug Club graded reading scheme with some supplementary guided readers from Big Cat Phonics and Rigby Star. These books are labelled with the phonics phase (where applicable) and reading age.

For guided reading, the class is divided into groups of no more than 6 children of a similar reading ability. Every class from year 2 to year 6 complete guided reading sessions, which take place daily for 30 minutes, with two groups being taught by a teacher or teaching assistant and three groups working independently on either: independent comprehension, Bug Club, reciprocal reading or independent reading. All reading material is matched to the individual child's reading ability. Reception and Year 1 focus on individual reading, with year 1 starting guided reading in the summer term.

Texts for guided reading are carefully selected to challenge and provide teaching opportunities against the end of year expectations. Those reading significantly below their chronological reading age are planned for on the planning format that is within their assessed reading age. (See appendix 1 for End of Year Reading planning proformas).

Each class has:

- A Guided reading timetable
- Guided reading group planning
- Current guided reading groups and reading ages
- Strategy prompt sheet
- Bug Club password sheet

- Reading ages sheet

The Components of a Guided Reading Session

Apply phonic knowledge or decoding skills

Those who need the teaching of phonics are grouped according to the Read, Write Inc assessments and are placed in groups. During their guided reading sessions, children are taught to apply their RWI skills, are exposed new phonemes and are taught “Red Words” which are not phonetically decodable to enable them to access the text. All texts from pink to purple are phonetically decodable. Children in KS2, who can fluently decode, are taught other decoding skills through the RWI spelling programme.

Pre cue vocab (teacher lead)

This provides the context for the reading. The teacher shares key session outcomes and success criteria and pre-cues vocabulary. Then they revise children’s prior learning and/or discuss the main themes of the text, including prediction of the contents based on the title/cover.

Strategy check (skills focus)

Prior to independent reading, the teacher guides the children to focus on and apply key strategies while reading independently. They are:

- Visualise
- Predict and ask questions
- Inference
- Background knowledge
- Meaning confusion
- Fix it
- Spot the key/important words
- Build meaning

Independent reading

Children read independently while the teacher gives focused attention to support, monitor and assess individuals as they read quietly. Planned and spontaneous questions can be asked while the children read, these could be to inform assessment or check understanding. This information is recorded on the planning format that matches the end of year expectations, which in turn is used to plan the next reading session.

Responding to the text (comprehension)

The teacher asks carefully planned questions based on the comprehension expectations for children’s reading ages. This promotes discussion to extend the children’s thinking and to develop their responses to the text. Independently, children will also be expected to answer a range of comprehension questions linked to the guided reading session that was led by the teacher.

Foundation Stage

We believe that developing children’s positive attitudes to English as soon as they enter St Mark’s Primary is crucial. We foster these attitudes by using play, story, songs, rhymes, ICT and speaking and listening activities in a print rich environment.

Nursery and Reception classes have high quality book areas to encourage children to read as well as planned activities to develop pre-reading skills, including daily phonics where children have the opportunity to read at their level.

Key Stage 1 Guided Reading

Every day, reading workshop sessions take place in Year 2, which consists of two guided reading sessions (as stated above) and independent reading activities for those not part of a guided reading session. During the reading workshop, two groups take part in guided reading with the teacher and teaching assistant, with other children accessing a range of carefully planned activities to develop their reading skills, such as: individual reading, independent comprehension questions, listening centre, Bug Club, high frequency word games or phonic games. Year 1 start guided reading in the summer term.

Key Stage 2 Guided Reading

Children in Key Stage 2 have a daily reading workshop for 30 minutes, which consists of two guided reading sessions, as stated above and independent reading activities for those not part of a guided reading session. During the reading workshop, two groups take part in guided reading with the teacher and teaching assistant, where available, with other children accessing a range of carefully planned activities to develop their reading skills including independent comprehension questions. All independent activities are matched to their reading ability.

Whole School Individual Reading

All children have an individual reading book ("home reader") from the schools 1:1 reading scheme or, in the case of fluent readers in upper KS2 (reading age 11.10 and above) from the class library. Children in Reception, key Stage 1 and those needing Read, Write Inc, take home phonic decodable reading books until they are reading at an age of 6 year and 10 months at which they follow the book banded 1:1 reading scheme. To develop the reading skills we follow a 1- 1 Reading Schedule.

Using a triangulation of information from NTS assessment, 1-1 reading and guided reading evidence children are identified for the reading schedule based on their needs. With an adult, children who are reading more than 6 months lower than their chronological age read every day, those who are reading up to 6 months lower than reading age read 3 times a week and those who are in line with their chronological age read once a week. Children take their individual reading book home daily in their book bag, with a reading diary which should be filled in and brought back to school each day. To promote reading at home we have a reward system in place called 'Star Readers'. The child has to read 5 or more times over the week, with an adult at home. Those who achieve this are put into a draw to win a brand new book. Three winners are drawn in worship on a Monday and awarded a brand new book. The winners are drawn from Upper Key Stage 2, Lower Key Stage 2 and Reception/Key Stage 1.

Class 1-1 reading file

Each class has a 1-1 reading file which includes all of the documentation from the appendices

- 1:1 Reading Schedule
- Comments record sheet
- Approximate reading ages grid
- Half termly assessment information showing up to date reading ages

High Quality Story time/Class Novel

We place a high importance on reading for pleasure to ensure children become lifelong readers. Each year group has a library of class novels that link into to topics that are read to children throughout the year.

Cross Curricular links

Stories, novels and authors are used to support our cross curricular approach, being especially important when planning for writing. Reading and writing are interlinked and children are immersed in high quality books through reading and dissecting the features of the text before being expected to write. Non-fiction texts are planned to support all areas of the curriculum as well as being crucial in the teaching of writing. Cultures are celebrated through texts in the curriculum and books from a variety of cultures are available for the children to read in both the classroom and the school library.

Assessment

Assessment is used to inform the planning and the teaching of reading. It is also used to set targets which are shared with children and parents/carers. Planning for guided reading is recorded on the End of Year Reading Expectations format (See appendix 1). When a child is judged to be ready to move onto the next level, a running record or benchmark of the next level is taken.

From Year 1 to Year 5 NTS assessments are completed in the autumn, spring and summer term. Year 6 complete past SATs papers in the autumn and spring terms. Children are assessed half termly in Read, Write Inc. Where teachers are concerned that a child has a barrier to reading, a standardised test is carried out and interventions are put in place.

Foundation Stage

- Half termly Read, Write Inc. assessments.
- Termly tracking of children's progress and pupil progress meetings with SLT.
- End of Reception summative assessment against the Early Learning Goals.

Key Stage One and Two

- Ongoing assessments during guided reading sessions, using End of Year expectations and targets.
- Ongoing assessment and recording of individual reading using individual records.
- Half termly RWI assessments until children complete the Read, Write Inc programme.
- Year One phonics screen.
- End of KS1 and KS2 SATs.
- Termly tracking of children's progress and pupil progress meetings with SLT.
- NTS Assessment in the autumn, spring and summer term.

All assessment is used to inform planning, set targets and identify any gaps or next steps in children's learning.

Library

Each class has a reading corner with age appropriate books which the children can choose to take home. We also have a school library stocked with books suitable for all ages and children have access to this during playtime and lunch.

Recommended Reads

Each year group has a set of 40 books and the children are challenged to read these across the year as their Recommended Reads challenge. These books are all aimed at developing reading for pleasure and would be enjoyed as a family too.

Rotary Reading Club

Children can access the Rotary reading area during playtimes and lunchtimes. The children are able to take these books home with permission of the class teacher and are encouraged to bring them back once they have read them.

Working In Partnership with Parents

Children learn to read most effectively if they are supported by their parents. Expectations and targets are shared during parents evening as well as giving parents/carers strategies to help their children to learn to read.

Targets are sent home so that parents/carers know what to focus on when they read with their child. Most home reader books also have prompts inside the front or back cover to help parents/ carers when reading with their children at home.

Parents/ carers are asked to complete the child's reading diary each time the child has read. We hold termly parents'/ carers' consultations where parents/ carers can meet their child's class teacher to discuss progress. Parents/ carers receive a written progress report each year in the summer term.

Resources

Resources include: Bug Club, Oxford Reading Tree, Read, Write Inc programme, Badger books, RWI Phonics books, Collins Big Cat Phonics, Rigby Star, Dandelion phonic decodables books and the Pie Corbett reading spine.

Environment

In every class, there is an expectation that the environment will assist children in becoming literate by being print rich, enticing children to learn.

Each classroom has:

- Read, Write Inc simple or complex sound chart, according to the ability/ age of the children (where appropriate)
- Key vocabulary on every display
- The reading strategy prompt poster displayed
- An attractive book area with a range of quality texts across a range of genres

SEND

Children who fail to make expected progress or who are identified through tests or teacher assessment as needing extra support are closely monitored by the inclusion leader and specific interventions put in place to enable them to close the gap. Interventions include Better Reading Partnership, Precision Teaching, Word Aware. Children are provided with specialist equipment when identified with specific needs e.g. reading rulers, enlarged text. Advice is sort from outside agencies as appropriate e.g. SpLD assessment.

Equal Opportunities

Teachers and support staff within the school are aware of the differences of race, gender, class and ability and are committed to inclusion at every level. All children are expected to make at least good progress and achieve high standards in reading regardless of race, gender, class and ability. We recognise that all children are different in their reading ability, motivation, and experience, and as such, we aim to provide them with opportunities to learn to read in the way that will be most appropriate to them. This personalised approach means that we can target children in an individualised way that will mean they can make the best progress they can.

EAL Learners

A large percentage of our children have English as an additional language. It is vital that they learn the language they need in reading and that their vocabulary is extended at every opportunity. Dictionaries, including bilingual dictionaries and thesauruses are situated in every classroom to support all children's vocabulary acquisition. To become readers, oral language needs to be developed and this is encouraged through role play, drama, song, rhyme, discussion and speaking and listening activities. Modelling is key to developing good grammar and sentence structure.

Language rich reading texts such as Oxford Reading Tree stories are used in school to teach comprehension and widen cultural experience. Bi-lingual staff are used to plan with the teacher and support the EAL learners in the development of vocabulary, technical language, concepts, skills and understanding. Language is pre-cued where necessary and visual prompts are used to ensure the children's understanding. Home language is valued and dual language books are available in class book corners and the school library. Children who are at the early stage of learning English as an additional language are assessed using The Bell Foundation.

Monitoring

Subject leaders conduct lesson observations, planning and reading file scrutinies and assess the accuracy of levelling by hearing selected children read according to the school monitoring schedule. This enables subject leaders to ensure continuity and progression within a subject and across age groups. Subject leaders report verbally and in writing to the teacher and produce a written report to the Head Teacher, SLT and Local Governing Board. Subject leaders are made aware of key discussions in half termly pupil progress meetings and analyse data to identify any underperforming year groups, groups or individuals. End of year data is used to inform the next year's subject development plan.

Review

This policy will be reviewed in line with the school's policy review programme annually.

The English subject leaders are responsible for reporting to the Local Governing Board about the quality of its implementation and its impact on standards.

Signed:

Mrs S Cranson - Reading Leader

Signed:

Mrs R Nicholls – Reading/Phonics Leader

Signed:

Co-Chairs of Local Governing Board

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