



Reading Policy



Enjoy and achieve
Literacy Subject leader
Reviewed February 2013

Vision and Values

As part of our commitment to providing every child in the school with a quality, enjoyable, enriched learning experience, we recognise that reading is a fundamental skill that needs to be nurtured, encouraged and celebrated at every stage of development. We recognise that the skills of reading impact across the whole curriculum, being able to critically evaluate texts forms part of the fundamental basis of life-long learning. We are committed to raising children's aspirations and to widen their horizons through a context rich curriculum that gives purpose to their learning, offers a range of experiences, as well as broadening understanding of the global community.

Reading enables children to expand their experiences and opens doors to other worlds.

Aims

Our aim is to improve children's reading ability and support them in developing a life-long approach to enjoying reading through:

- Offering a range of quality texts that are appropriately matched to their reading ability
- A planned progressive approach in developing their knowledge and understanding of reading techniques.
- Supporting reading at home.

We believe that children need to use a range of skills to become a competent reader. As a school we use Oxford Reading Tree books, which include phonically decodable books, as well as 'real' books, which are banded, using the book bands scheme.

The provision for children's reading is meticulously organised, from when children start in the nursery through to becoming literate 11-year-olds. Teachers read good quality texts to children as part of literacy lessons and story time. All year groups have story time at the end of the school day where the children listen to a variety of stories read by the class teacher.

Organising reading

Each base has a welcoming reading area with a variety of non-fiction and fiction books. Curriculum targets for reading for each year group are identified on a half termly basis and are on display in each classroom.

Foundation stage

Nursery

Children enter Nursery with a range of early literacy experiences. The majority of children arrive with language skills well below national averages. The focus for phonics starts with a daily 20 minute session of "Letters and Sounds" supported by actions from the Jolly Phonics scheme. Oxford Reading Tree and Songbird books are used to support these sessions. Phonic skills are taught in a very engaging and practicable way, taking the children through a sequence of phases of phonic development.

Children get to know core books well each half term, and a wide range of resources stimulate interest in reading and writing. Literacy work is extended through imaginative role play.

For the first half term, the focus is given to Phase 1; language skills are developed through songs, games, toys, stories and rhymes. The children who are deemed to be ready are introduced, as a group to Phase 2 phonics and learn to distinguish between sounds. During these sessions they focus on blending for reading and segmenting for spelling simple CVC words.

Reception

Planned "Letters and Sounds" sessions continue through into Reception with the expectation that the majority of children will be secure in Phase 3 by the end of the year. The focus moves on to reading and spelling a wide range of CVC words using all letters and less frequent consonant diagraphs and some long vowel phonemes. Following on from this, children will learn CVC words using a wider range of letters, short vowels and double letters. Staff follow, the suggested Letters and Sounds sequence of teaching: introduction, revisit and review, teach, practise, apply and assess.

Children are given books to take home which are colour banded to match these phases e.g. Phase 3 - Yellow book band. Parents can record and comment on their child's reading in a reading record. A 20 minute guided or shared reading session takes place daily. For these sessions, some children will be beginning to follow a structured guided reading session.

Teachers use story sacks and big books as part of teacher led focus activity.

Key Stage 1

Letters and Sounds continues in Key stage 1 (daily for 20 minutes), where the children develop their skills at segmenting and blending working through phases 4 to 5. Children in Year 1 are assessed through the phonics-screening test in the summer term. Year 2 children complete the letters and sounds phases with Phase 6. Any children who did not achieve the expected level in the Year 1 phonic screening test, will be supported through a phonic intervention programme and be reassessed at the end of Year 2. Children who complete the Phase 6 Letters and Sounds move on to Year 2 Support for Spelling.

A daily, guided reading session takes place for about 25 minutes. A two week timetable is planned, where adults listen to individual readers one week and then a guided read is planned for the second week. A carousel of activities is planned for these sessions to allow the teacher and TA to focus on a small group of children each day and for children to develop their independent reading skills. In Year 2, Project X guided reading scheme is used to develop boys' interest in reading.

Reading intervention is used for children in Year 1 & Year 2 who may require extra support with their reading. These sessions take place 4 times a week in small groups.

Parent helpers and volunteer readers regularly support reading within our school. Teachers identify individual children who will benefit from a more focussed session.

All children have a wide choice of independent colour banded fiction and non-fiction books to take home. Parents are encouraged to listen to their child read at home and add their comments on a reading record.

Big books and core texts are used to enrich the daily literacy lessons.

Key Stage 2

In Key stage 2 "Letters and Sounds" is used as an intervention for children who require the extra support.

A daily-guided reading session takes place with a range of good quality fiction or non-fiction group sets. Project X scheme is used to stimulate an interest in reading for boys. A carousel of activities is planned for the

guided reading sessions, which always include at least: guided teacher focus session, post activity session and pleasure for reading.

All children in Y3 and Y4 are introduced to the local library in Madeley where they are issued with their own library card and visit the library as a class through the school day during each term.

In Year 5 and Year 6 a greater emphasis is placed on reading comprehension. Reading comprehension cards are used in Year 5 to introduce the children to short texts with mainly literal questions. During the spring term in Year 6, three daily sessions are taught on comprehension focussing on retelling, literal questioning, inference, deduction and prediction. This ensures the children are fully prepared for the KS2 Reading SATs test in May. Reading intervention groups are organised to support identified children in achieving their targets.

Whole class sets are used for literacy lessons e.g Year 5 - Street Child and The Midnight Fox and in Year 6 - There's a boy in the girls' bathroom, Billy The Kid, Barrowquest, The Giant's Necklace and Kensuke's Kingdom. These link well to other areas of the curriculum.

All children have a wide choice of independent colour banded fiction and non-fiction books to take home. Children are expected to read at home every night, either independently or with a parent/carers. A record of this should be kept in the back of the Home School Diary by children or parents/carers.

Guided Reading Records

Each teacher has a group's guided reading folder containing:

- An activity timetable, showing the arrangements for all the group activities over a weekly period (See appendix 1)
- A group planning sheet to show the learning objective. This objective will relate to the group's curriculum target for reading. It is expected that where ever possible and useful the guided reading work will reinforce and develop skills taught in the literacy lesson (See appendix 2 for an example of a blank and a completed planning sheet)
- A range of generic questions to be used during the focus group guided read (questions in appendix 4).
- An assessment grid for the teacher to assess progress and plan the next steps

These folders are stored alongside the group's set of texts and are accessed by both staff and children.

Hearing Books Read Aloud

There was a clear message from children, through interviews with children of all ages that they wanted to listen to stories being read to them. Teachers of all age groups should find time to read aloud to their class on a regular basis This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language..

Individual Reading and Reading at Home

In order to foster an enjoyment of books and develop good reading habits it is important that children are given opportunity to read for pleasure and enjoyment. This is also an excellent opportunity for children to rehearse essential reading skills.

Every child is given an appropriately levelled book to read at home either to an adult or to themselves. Co-operation and support from parents is paramount if a child is to become a successful and competent reader As part of the school's Homework Policy, parents/carers are actively encouraged to read with their child at home and record comments in the Home/ School Diary.

Planning and Assessment

All teachers have had training in developing children's reading skills and assessing their progress using reading APP and level descriptors. There is a consistent planning format for guided reading sessions with an Introduction, Strategy check, independent reading/task and return/respond to text. Evaluations are made on the same planning grid. The teacher will make regular formal and informal assessments over each half term. This informs teachers' planning and identifies targets for the next half term. The class teacher to monitors each child's progress against the age appropriate expectations for each year group (see appendix 3).

Sharing Reading Success

The school recognises that celebrating achievements in all subjects raises a child's self-esteem and promotes an increased desire to learn. As part of our school rewards system, children will be rewarded for making progress in reading, through golden book assembly certificates and a class reward system.

Resources

The school library houses a range of non-narrative texts.

Each base has






- Differentiated sets of books from a range of genre for use during guided reading sessions
- A range of narrative and non-narrative books for independent reading
- Relevant topic collections to support other curriculum areas.
- Audio player and 6 headsets (for use with audio books).

Children with Special Educational Needs

Children who are making less than expected progress with reading are identified through termly pupil progress meetings. Identified children are supported through a range of intervention programmes where progress is monitored. Where progress continues to be a concern, consideration will be given to the need for an Individual Provision Map, which will be discussed with the Special Educational Needs Coordinator and parents/carers. Progress will continue to be monitored and appropriate intervention planned and reviewed in accordance with the Special Educational Needs Policy.

Able, Gifted and Talented

There are children in school who have reading abilities well above their chronological age. We have a good range of books on the higher level of the books bands scheme to offer these children sufficient challenge. Higher order questioning techniques are used during the guided reading lesson.

	 Potter	 Gryffindor	 Slytherin	 Hufflepuff	 Ravenclaw
Monday	Post Guided Session	Handwriting (Writing journal)	Independent read (Home School Diary)	Pre guided reading session	Teacher Focus Group - Guided Reading book
Tuesday	Independent read (Home School Diary)	Pre guided reading session	Handwriting (Writing journal)	Teacher Focus Group - Guided Reading book	Letters and Sounds
Wednesday	Handwriting (Writing journal)	Teacher Focus Group - Guided Reading book	Pre guided reading session	Post Guided Session	Independent read (Home School Diary)
Thursday	Pre guided reading session	Post Guided Session	Teacher Focus Group - Guided Reading book	Handwriting (Writing journal)	Letters and Sounds
Friday	Teacher Focus Group - Guided Reading book	Independent read (Home School Diary)	Post Guided Session	Independent read (Home School Diary)	Handwriting (Writing journal)

Guided Reading Timetable (Appendix 1)

Appendix 2

Year group: 6

Reading target: Blue

Date:

Priority: 1

Teacher:

Group: Potter

Level: 5c-4c

Book: Unexplained - Storm Chasers

Session: 1

Teaching Objective	Understand underlying themes, causes and points of view	
AF3	I can explain a point of view (character and/or writer) drawing on evidence from reading between the lines	
Introduction	Look at pages 2-3 together. Ask the children to discuss what they already know about the Collector.	
Strategy Check (Teacher guided group)	Look at pages 4-5 and discuss where Team X is going to be sent. Speculate what these three destinations might have in common. How could they be linked to a story about storm chasers? (predicting, inferring) Before children read independently, ask them to rehearse what they might do if they become stuck on a word or sentence. The range of possible strategies (such as rereading, reading on, using context, using phonic, syntactic and vocabulary knowledge) should be well established for most readers and only an occasional reminder should be necessary.	Page: Challenging words:
Independent Reading/Task	Ask the children to read Chapters 1 and 2. Stress the importance of comprehension, reminding the children to stop and take action if they are failing to understand the text, e.g. checking the meaning of a particular word or phrase, rereading more carefully, reading on to see if the meaning becomes clear, reading it aloud, discussing the passage with someone, etc. As they read, ask them to make a mental note of all the information they are being given about Oklahoma and Tornado Alley. (synthesizing)	Listen to individual children reading and make ongoing assessments on their approaches to tackling new words, their reading fluency and their understanding of the text. AF1
Return/ Responding to text	Ask the children: What has happened in Oklahoma? (recall) What can you deduce about what has happened in Oklahoma? (deducing) Extension question: Can you deduce what might happen in the other three destinations? (synthesizing, inferring, deducing, predicting)	Can the children recognise how the author switches settings to move the story on? AF4/5

	<p>The author's craft Why does the author switch from one scene to another in the first two chapters? (deducing, inferring and drawing conclusions) What words and phrases show the first setting is in North America?</p>	
<p>Evaluations</p>	<p>Children's names</p>	

Post Session Activity

Using the picture on page 16 write a description about what the characters might be able to see and how they are feeling.

Pre - Session 2

Children to read Chapters 3-4 independently

Appendix 3

Reading assessment guidelines: levels 3 and 4

Pupil name Class/Group Date

	AF1 – use a range of strategies, including accurate decoding of text, to read for meaning	AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 – deduce, infer or interpret information, events or ideas from texts	AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5 – explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level	AF6 – identify and comment on writers’ purposes and viewpoints, and the overall effect of the text on the reader	AF7 – relate texts to their social, cultural and historical traditions
Level 4		<p>Across a range of reading</p> <ul style="list-style-type: none"> some relevant points identified comments supported by some generally relevant textual reference or quotation, e.g. reference is made to appropriate section of text but is unselective and lacks focus 	<p>Across a range of reading</p> <ul style="list-style-type: none"> comments make inferences based on evidence from different points in the text, e.g. <i>Interpreting a character’s motive from their actions at different points</i> inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content 	<p>Across a range of reading</p> <ul style="list-style-type: none"> some structural choices identified with simple comment, e.g. <i>he describes the accident first and then goes back to tell you why the child was in the road!</i> some basic features of organisation at text level identified, e.g. <i>the writer uses bullet points for the main reasons!</i> 	<p>Across a range of reading</p> <ul style="list-style-type: none"> some basic features of writer’s use of language identified, e.g. <i>all the questions make you want to find out what happens next!</i> simple comments on writer’s choices, e.g. <i>“disgraceful” is a good word to use to show he is upset!</i> 	<p>Across a range of reading</p> <ul style="list-style-type: none"> main purpose identified, e.g. <i>It’s all about why going to the dentist is important and how you should look after your teeth!</i> simple comments show some awareness of writer’s viewpoint, e.g. <i>he only tells you good things about the farm and makes the shop sound boring!</i> simple comment on overall effect on reader, e.g. <i>the way she describes him as “vanlike” and “shifty” makes you think he’s disgusting!</i> 	<p>Across a range of reading</p> <ul style="list-style-type: none"> features common to different texts or versions of the same text identified, with simple comment, e.g. <i>characters, settings, presentational features</i> simple comment on the effect that the reader’s or writer’s context has on the meaning of texts, e.g. <i>historical context, place, social relationships</i>
Level 3	<p>In most reading</p> <ul style="list-style-type: none"> range of strategies used mostly effectively to read with fluency, understanding and expression 	<p>In most reading</p> <ul style="list-style-type: none"> simple, most obvious points identified though there may also be some misunderstanding, e.g. <i>about information from different places in the text</i> some comments include quotations from or references to text, but not always relevant, e.g. <i>often retelling or paraphrasing sections of the text rather than using it to support comment</i> 	<p>In most reading</p> <ul style="list-style-type: none"> straightforward inference based on a single point of reference in the text, e.g. <i>he was upset because it says “he was crying”!</i> responses to text show meaning established at a literal level e.g. <i>“walking good” means “walking carefully”</i> or based on personal speculation e.g. <i>a response based on what they personally would be feeling rather than feelings of character in the text</i> 	<p>In most reading</p> <ul style="list-style-type: none"> a few basic features of organisation at text level identified, with little or no linked comment, e.g. <i>It tells about all the different things you can do at the zoo!</i> 	<p>In most reading</p> <ul style="list-style-type: none"> a few basic features of writer’s use of language identified, but with little or no comment, e.g. <i>there are lots of adjectives!</i> or <i>he uses speech marks to show there are lots of people there!</i> 	<p>In most reading</p> <ul style="list-style-type: none"> comments identify main purpose, e.g. <i>the writer doesn’t like violence?</i> express personal response but with little awareness of writer’s viewpoint or effect on reader, e.g. <i>she was just horrible like my nan is sometimes!</i> 	<p>In most reading</p> <ul style="list-style-type: none"> some simple connections between texts identified, e.g. <i>similarities in plot, topic, or books by same author, about same characters</i> recognition of some features of the context of texts, e.g. <i>historical setting, social or cultural background</i>
BL							
IE							

Key: BL – Below level IE – Insufficient evidence

Overall assessment (tick one box only) Low 3 Secure 3 High 3 Low 4 Secure 4 High 4

QCA

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Guided Reading Questions

AF2 Understand, describe, select or retrieve information, events or ideas from text and use quotation and reference to text

- Where does the story take place?
- When did the story take place?
- What did he/she look like?
- Where did he/she live?
- Who are the characters in the book?
- What happened in the story?
- What kinds of people are in the story?
- What is happening at this point of the story?
- Read the part that tells me...
- Where did you find the information about...?

Af3 Deduce, infer or interpret information, events or ideas from text

- What makes you think that?
- What words give you that impression? Why?
- How do you feel about....? Why?
- Can you explain why....?
- If you were going to interview this character/author, which questions would you ask?
- What sort of person do you think would use this book? Describe a time when you think they would use it.
- Which parts of the book could help you find the information you need?
- Do you agree with this opinion? Explain your own opinion using the texts to help you.
- At the end of the story the main character is feeling.... Does this surprise you? Explain as fully as you can using parts of the story to help you.
- What does this tell you about what....Was thinking?
- Who was the storyteller? How do you know?
- Do you think this is true/untrue? Why do you think this?
- What do you think the... Is thinking? If it were you what would you be thinking?
- Which is your favourite part? Why? Which bit of the text shows this?
- Predict what you think is going to happen next. Why do you think this?

AF3 Guided Reading Questions continued...

- Using all the evidence available, can you tell me what you feel about..?
- Who would you like to meet most in the story? Why?
- Can you support your view with evidence?
- What is your opinion? What evidence do you have to support your view?
- Is this a place you could visit? Why / Why not?
- How did one of the characters change during the story? Draw a timeline that shows the changes.

Af4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

- Were you surprised by the ending?
- How did you think it would end / should have ended?
- How are the beginning and ending of the story similar?
- What would happen if the order of events was changed?
- What kind of text is this? How do you know? What will it be like? What can I expect of a book of this type?
- List the words that tell you what order to follow, e.g. first, then.
- What is the main event of the story? Why do you think this?
- What is the purpose of the pictures?
- How does the layout help the reader?
- Some of the text is printed on a dark background. What effect do you think the designer wanted to achieve by doing this?
- How does the way the title is written encourage you to read the ...?
- In the leaflet, how have the different parts of the been made clear?
- What are the lines in the photograph for?
- How do you know the order to follow the information in the text?
- Why have these words been made to stand out?
- Why are these words smaller but still in bold print?
- Why are some words in the glossary printed in italics like this?
- At the end of a story the author leaves you guessing about what will happen next. What do you think will happen next? Why do you think this?
- Why is the paragraph in bold print?
- What are the subheadings for?
- Why has some of the information been presented as a table?
- What is the purpose of the writing in the boxes?
- Why do the arrows show you about the structure of the text?

AF5 Explain and comment on the writers' use of language, including grammatical and literacy features at word and sentence level.

- What does the word *scrambled* tell you about the way Legs got dressed?
- Why do you think the author has mentioned... a lot in the story?
- Explain why you think this phrase adds to the story?
- Why did the author choose this title?
- What is the effect of writing in the past/present tense?
- Why do you think the writer has chosen to use the words....?
- Why do you think the author has written this sentence in this way?
- Which author's style did you enjoy the most? Why?
- Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text?
- How do these phrases help to make the description effective?
- How does the author make the..... appear frightening?
- Which part of the story best describes the setting?
- Which words and/or phrases do this?

AF6 Identify and comment on writers' purposes and viewpoints and the overall effect of the text to the reader.

- Can you think of another story that has a similar theme, e.g. good over evil, weak over strong, wise over foolish?
- I wonder why the writer has decided too....?
- What was in the author's mind?
- Why did the author choose this setting?
- How would the views put across in these texts affect your views on...?
- What makes this a successful story? What evidence do you have to justify your opinion?
- Could it be better? Is it as good as...?
- What effect does it have on you as a reader?
- Why do you think the writer wrote that description?
- What is the author trying to tell you about....by writing this section...? (e.g. short lines)
- What is the most exciting part of the story? Explain your answer as fully as you can.
- Which illustrations did you find most useful?
- Do you think that the writer believes that.... exist? How can you tell that the writer has this opinion?
- What are the main contrasts the poet makes in the third and first parts of the poem?

AF6 guided reading questions continued...

- What impression of...does the first paragraph give you? In what ways is the second paragraph different?
- The texts try to make you care about... Which do you think is the most effective? Why?
- What is ... opinion about...?
- If...was alive today would he be arguing for...?
- What do you think makes this a successful story? Use evidence from the text for your answer.

AF7 Relate texts to their social, cultural and historical contexts and literacy traditions

- Do you know another story which deals with the same issues, e.g. social, cultural, moral issues?
- What would this character think about....? (possibly a present day issue)
- Do you have any more stories like this?
- Have you ever read a book with similar theme to this one?
- What does this remind you of?
- What does it make you think of?
- Does this story remind you of any personal experience / something that has happened to you? Describe it.
- Have you ever been in that situation? What happened?
- How would you have felt in the same situation?
- What might you have done instead?
- Can you compare... to a person who has frightened you?
- How would you feel if you were treated like....? What would you do?
- What do you think would have happened if...?
- Are there any familiar patterns you notice, e.g. familiar story structure, imagery?
- What kind of a text is this? How do you know? What will it be like? What can I expect of a book of this type?
- Many traditional tales have messages. What do you think this story is trying to tell us?
- Which stories have openings like this?
- Do you know any other texts with similar issues or themes?
- Do you know another story with these characters in?
- Can you think of another story where the main character has problems with their family?

Generic Questions

- What do you think and feel about what you have read?
- Who is this writing intended for?
- What is the purpose of this writing?
- Who wrote this and when?
- What is the form of this writing?
- Have you read any other texts like this one?
- Did anything puzzle you?

Fiction and Plays

- Who is the narrator?
- Who is the most important character?
- What do we know about the setting?
- Why does the writer use dialogue?

Poetry

- What do you see in your mind when you read this?
- What is the effect of the rhyme, rhythm and line length?

Non-Fiction

- How can we locate information quickly in this text?
- Why does the author use diagrams?