



# Reading Policy

William Reynolds Primary School and Nursery

February 2018  
To be reviewed February 2020

## Information Page

**These documents are referred to or link to this policy**

School Vision

English Policy

Assessment Leaflet for parents/ carers

Marking and Feedback Policy

Teaching, Learning and Assessment Policy

SEND Policy

Curriculum Maps

Social, Moral, Spiritual and Cultural document linking to all subject areas

Foundation Stage Policy

Subject policies e.g Art, Music, PE

Schemes of work e.g Comprehension, Spelling, Grammar, genre guides,

Calculation and Shape

Collated data grids for each class and cohort

Termly Raising Attainment Plan

Annual Monitoring Cycle

Governors' Pupil Premium Grant Action plan

## **Vision and Values**

As part of our commitment to providing every pupil 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 pupils' reading is meticulously organised, from when they 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.

Staff work with children to develop pleasure for reading as well discussing books and text to develop pupil's skills in inference, deduction and prediction.

## **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 and range of nursery rhymes well each half term, as well as a wide range of resources to 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 digraphs 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.

Pupils 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, picture books and big books to share books rich in quality language and story structure.

### **Key Stage 1**

Letters and Sounds continues in Year 1 (daily for 20 minutes), where the pupils develop their skills at segmenting and blending working through phases 4 to 6. Pupils in Year 1 are assessed through the phonics-screening test in the summer term. Any pupil 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. Pupils who complete passed the phonics screening will move on to Year 2 Spelling programme.

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 pupils 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.

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

All pupils 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 'Fresh Start' and 'Rapid readers' 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 the year.

In Year 5 and Year 6 a greater emphasis is placed on reading comprehension. Reading comprehensions 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 - "There's a Viking in my Bed" and "The Egyptian Cinderella" and the "Time Travelling Cat". In Year 6 - "There's a boy in the girls' bathroom", "Beasties, Baddies and a Sprinkling of Crumbs", "Barrowquest" and "The Giant's Necklace". These link well to other areas of the curriculum.

All pupils have a wide choice of independent colour banded fiction and non-fiction books to take home. Pupils are expected to read at home every night, either independently or with a parent/carers. A weekly record (appendix 5) is kept in the Home School Diary. This format captures the parent/ carer and teaching assistant comment. It also records that the pupil has been part of a guided reading session and that the pupil has used the Bug Club Online reading programme.

### **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 pupils, through interviews with pupils of all ages that they wanted to listen to stories being read to them.

Teachers of all age groups read aloud to their class at the end of each day. This builds enthusiasm and enjoyment. It influences independent reading and tunes pupils 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 pupils are given opportunity to read for pleasure and enjoyment. This is also an excellent opportunity for pupils to rehearse essential reading skills.

Every pupil 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**

#### ***Clarifying terms and definitions***

***Greater Depth*** - More able children

***Mastery*** - Describes our curriculum.

Working above and beyond the basic skills to develop **fluency, reasoning and problem solving**. All children need opportunities to do this and apply skills **independently, consistently and through choice**.

***Gifted and Talented*** - Children who show a particular flair or ability within an aspect of a subject.

All teachers have had training in developing pupils' reading skills and assessing their progress using reading 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**

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).
- Bug Club access for all children.

### **Bug Club**

Bug Club is a subscription website for which all children have their own personal log in account. This account allows them to read books allocated to them by their teacher online; answer comprehension questions about these texts; enjoy spelling, punctuation and grammar games and even have books read to them. The use of this is encouraged by the setting of weekly homework (recorded on the Home School Diary weekly record sheet) and the Bug Club reward system. This rewards children for reading books and answering questions correctly by giving online points and prizes.

### **Online Safety**

To support children's learning in Mathematics, pupils may use specific online content or models and images on the computer. These will be carefully selected by the teacher to ensure that they add value or consolidate the learning and that they are age appropriate and safe. Pupils are also encouraged to use the recommended list of safe websites in their homework books to support maths learning at home. As part of our commitment to Safeguarding, online access during lessons is carefully planned for and monitored.

### **Underachievement**

Pupils who are making less than expected progress with reading are identified through termly pupil progress meetings. Identified pupils are supported through a range of intervention programs 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 and Disability Coordinator** and parents or carers. Progress will continue to be monitored and appropriate intervention planned and reviewed in accordance with the Special Educational Needs and Disability Policy.

### **Pupils working at Greater depth**

There are pupils 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. There are a range of challenging classic stories for the children to access within their classroom. Higher order questioning techniques are used during the guided reading lesson.

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

Greater Depth

Book: Unexplained - Storm Chasers

Session: 1

<b>Teaching Objective</b>	<b>Understand underlying themes, causes and points of view</b>	
<b>LO</b>	<b>I can explain a point of view (character and/or writer) drawing on evidence from reading between the lines</b>	
Introduction	Look at pages 2-3 together. Ask the children to discuss what they already know about the Collector.	
<b>Strategy Check (Teacher guided group)</b>	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.	<p><b>Page:</b></p> <p><b>Challenging words:</b></p>
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)	<b>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</b>
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)	<b>Can the children recognise how the author switches settings to move the story on? AF4/5</b>

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

**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

Year 6 Reading - National Standard 6d.6c.6b.6a	
Word Reading	
<p><u>Fluently and effortlessly reads a range of age appropriate texts (black+), including novels, stories, plays, poetry, non-fiction, reference books and text books</u></p> <p><u>Determines the meaning of new words from the context</u></p> <p><u>Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience</u></p>	
Comprehension	
<p>Has read and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions.</p> <p>Recommends books to others based on own reading preferences, giving reasons for choice</p> <p>Has learned a wide range of poetry by heart. Prepares poems and plays to read aloud and to perform understanding intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Explains how language, structure, and presentation, can contribute to the meaning of a text</p> <p>Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings</p> <p><u>Evaluate on how language, including figurative language, is used to contribute to meaning</u></p> <p>Asks questions to enhance understanding of the text</p> <p><u>Is able to make comparisons within and across different texts</u></p> <p>Draws inferences such as inferring characters' feelings thoughts and motives from their actions</p>	<p><u>Makes predictions based on details stated and implied</u></p> <p>Distinguishes between statements of fact and opinion; and in non-fiction</p> <p><u>In non-fiction, retrieves records and presents information to the reader</u></p> <p><u>Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph</u></p> <p>Expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others</p> <p><u>Explains and discusses their understanding of what they have read, drawing inferences and justifying these with evidence</u></p> <p>Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing</p>

## Guided Reading Questions

**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...?

**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?

- 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.

**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?

**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?

**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?
- 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.

### **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?
- Does this story remind you of any personal experience / something that has happened to you? Describe it.
- 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?

**Appendix 5**

**Reading Record - Year 6**

Reading - Autumn Term - Week 1:

Focus: Can I read aloud, fluently and with confidence?

<p>Parent Comment</p>          <p>Signed: _____</p>	<p>School Comment</p>          <p>Signed: _____</p>
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I've been on the online Bug Club this week



\_\_\_\_\_

Date \_\_\_\_\_