

ESTCOTS PRIMARY SCHOOL



Policy for Reading

Reading is a complex skill with many components. Estcots School has adopted a comprehensive and consistent approach to the teaching of these skills. We believe that reading is a valuable and rewarding experience and that the importance of laying a firm foundation in this crucial area will allow children to access all areas of the curriculum successfully. We believe that success in reading opens doors to a world of knowledge and imagination. As a school we are committed to an Irresistible Learning Curriculum, which in Reading, is supported by The Power of Reading Programme. They are used as vehicles for putting quality texts at the heart of the curriculum, being drivers for learning and providing excellent models for children.

The implementation of this document is the responsibility of all staff.

Aims

This policy aims to ensure that all children leave Estcots as:

- ☺ Excellent readers who are both curious and critical, who read both for pleasure and for discovery
- ☺ Children who have been exposed to - and had read to them - a variety of rich texts
- ☺ Readers who know what type of reading they like, how to find it and are not afraid to express their opinion on a book
- ☺ Daily readers: reading at home, in school, by themselves, with siblings or with classmates
- ☺ Having a strong foundation of phonetical concepts and reading skills that inspire confidence as they develop as readers
- ☺ Learners with positive experiences of having learnt to read and who perceive themselves to be excellent readers
- ☺ Readers who are able to reflect on and discuss the texts they read, developing positive reading habits for life
- ☺ Having experienced comfortable spaces to read and knowing that there is no set way to physically read 'properly'.
- ☺ Understanding that sometimes it is worth persevering with longer books
- ☺ Able to use a library and find the genres/authors they are interested in.

Teaching and Learning

Teaching and learning will reflect our passion for developing excellent readers – including the promoting of the following behaviours:

- Enjoying stories – reading and being read to
- Confidently using reading to support them in other subjects
- Take risks with the texts that they choose, that might be more of a challenge for them
- Spend time reading and talking about what they are reading
- Choose reading over other activities
- Read fluently and with expression
- Talk about going to the library and books they are reading at home
- Have a good understanding about what they are reading
- Feel confident to read to others
- Analyse texts-being able to express their own viewpoint
- Encourage others to read – share their love of reading and inspire others

In order to create a strong, embedded reading culture we will facilitate the following:

- ☺ A rich language environment within classrooms and the wider school environment
- ☺ Deliver, through planning, a structured and consistent whole phase approach to reading
- ☺ Recognise the value of parents/carers as partners in supporting and developing children's reading skills and love of reading

- ☺ Rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage
- ☺ Recognise some reading skills are developed through whole class reading lessons; others in guided groups and others individually.
- ☺ Listen to all children read on a regular basis.
- ☺ Keep relevant records to inform planning and assessment.
- ☺ Ensure reading and the development of reading skills is enjoyable, motivating and rewarding

Reading will be taught by:

Confident teachers/support staff who are aware of expectations, know their children as readers and know how to move them on. Through assessment for learning, teachers will know children's next steps and will support children in identifying their next steps too.

In Reception reading will be taught through:

Reading lessons that provide:

- ☺ EYFS children will access the phonic curriculum (Read Write Inc.) daily. They will begin by reading 'pure' graphemes and then segment before blending to read words. Children will work in differentiated groups during their RWI Phonic sessions which include learning new phonemes, reading and writing daily.
- ☺ Children will be formally introduced to a new text each week and Reading, Communication and Language as well as Writing aspects of the EYFS curriculum will be taught daily through Literacy lessons.
- ☺ In child initiated learning time - 'Discovery Time' - children are able to freely access a range of reading materials in books corners as well as other zones, e.g. digging shed with digging texts to develop their own interests and skills in reading.

Guided Reading Sessions that provide:

- ☺ Children take part in a guided reading session each week with either a Teaching Assistant or Class Teacher in differentiated groups. The outcome will differ for each group. Children will cover a range of objectives e.g. finding information to answer questions in non-fiction as well as fiction texts. Children may have a rhyming focus, retelling or sequencing a story.
- ☺ Children will experience different genres throughout the year including non-fiction, fiction, poetry, posters, leaflets and ICT.

Individual Reading that provides:

- ☺ Children read individually on a weekly basis with a Teaching Assistant and a Class Teacher. Children may read with a parent helper up to 3 times a week.
- ☺ TA is expected to write a comment (positive) in a child's reading diary.
- ☺ Class teacher is expected to write a comment in the child's diary and a next step.
- ☺ Children also read independently in Discovery time alongside/with others.
- ☺ Home reading: Children are expected to read at least 3 times a week with parents at home and this is recorded in their reading diaries.
- ☺ Guided reading is additional to individual reading and phonics. All children therefore read daily.
- ☺ Children such as Early Bird Readers read additionally once a week with a Teaching Assistant.

In Phase 1 reading will be taught through:

Phonics lessons that provide:

Phase 1 children will access the phonic curriculum (Read Write Inc) 5 x weekly with a focus on reading, comprehension, punctuation, fluency, expression, phoneme recognition, blending, writing using sounds that link to spellings. Five planned for reading sessions a week (whole class, guided or workshop)

Reading lessons that provide:

- ☺ A focused reading skills lesson which links to the English and/or topic focus that week and that is in line with Age Related Expectations
- ☺ An opportunity for adults to work with all children during the week
- ☺ Introduction of a class text, with discussions around the characters, setting, making predictions etc.
- ☺ Planned for sequence of learning, with clear learning objective from NC and allowing progression related to age related expectations
- ☺ Steps to Success and marked with a next step.
- ☺ Access to a rich variety of texts
- ☺ Sufficient time to explore and enjoy texts, and opportunities to apply skills, for example, when introducing a class text, discuss the characters, setting, make predictions etc.
- ☺ Building resilience to taking on the challenges of more complex texts.

Guided Reading that provides:

- ☺ With a range of objectives from the NC and planning that supports progression in line with to Age Related Expectations
- ☺ A group lesson with either a Teaching Assistant or Class Teacher that will have differentiated support dependent on need. The outcome/aims may be the same for each group but the support to get there may be different.
- ☺ Opportunities for specific, adult-led teaching, prompting, questioning and support
- ☺ Higher-order reading skills
- ☺ Spoken language to articulate ideas about a text
- ☺ Independent activities will provide a reading focus e.g. retelling the story, predicting, describing characters, drama, phonics games etc. The expectation will be that children access them independently.

Individual Reading that provides:

- ☺ Children will be listened to at least once a week by the class teacher
- ☺ Focused questioning to evaluate children's understanding
- ☺ Parent/grandparent readers

In Phase 2/3 reading will be taught through:

Five planned for reading sessions a week (whole class, guided or workshop)

Reading lessons that provides:

- ☺ Planned for sequence of learning, with clear learning objectives from NC and allowing progression related to age related expectations
- ☺ Steps to Success and marked with a next step.
- ☺ Access to a rich variety of texts
- ☺ Sufficient time to explore and enjoy texts, and opportunities to apply skills, for example, when introducing a class text, discuss the characters, setting, make predictions etc.
- ☺ Development of critical views/analysis of texts
- ☺ Recording written responses to questions and texts
- ☺ Building resilience to taking on the challenges of more complex texts

- ☺ Developing self-awareness of reading skills and preferences

Guided Reading that provides:

- ☺ With a range of objectives from the NC and planning will support progression related to age related expectations
- ☺ A group lesson with either a Teaching Assistant or Class Teacher that will have differentiated support dependant on need. The outcome aims to be the same for each group but the support to get there may be different.
- ☺ Opportunities for specific, adult-led teaching, prompting, questioning and support
- ☺ Higher-order reading skills
- ☺ Spoken language to articulate ideas about a text
- ☺ Independent activities will provide a reading focus e.g. retelling the story, predicting, describing characters, drama, phonics games etc. The expectation will be that children access them independently

Individual Reading that provides:

- ☺ Chances for reading to be assessed 1:1 with their teacher including a discussion about child's reading and next steps.
- ☺ Opportunity for children who read fewer times at home to be heard by adults through:
 - Key readers (reading 3-5 times a week with an adult)
 - Toe by toe reading intervention (daily where possible with a minimum of three sessions a week)
- ☺ Development of fluency and confidence
- ☺ Opportunity to value personal choices of reading
- ☺ Parent/grandparent readers

How books are organised – what, where and how they are accessed by both children and adults

Foundation stage:

Children have determined their own categories in EYFS and books are organised as suggested.

Book monitors ensure the books stay tidy and looked after.

ORT are organised into levels and stored in baskets for children to access with an adult.

In all classes, books should be neatly organised, respected, clearly labelled and tatty ones removed.

Reading areas should be inviting and accessible at all times.

Phase 1

ORT and Tree Tops are organised into stages. There are chapter books and picture books that children can access freely, as well as a selection of non-fiction texts.

Class/year book corners are organised into fiction, non-fiction baskets and topic related books.

Children read RWI books in phonics lessons. Some LA children will take their RWI book home once a week. There is a RWI cupboard where the books are stored. Adults have access to this for their phonics groups.

All children should have a reading book, which is taken home daily.

In all classes, books should be neatly organised, respected, clearly labelled and tatty ones removed. Reading areas should be inviting and accessible at all times.

Phase 2

Book corners organised by the children into genres or themes and books are stored on book shelves and baskets.

Weekly access to books from the library – two children per class act as librarians

Sets of books stored together in corridor

All children should have a reading book, which is taken home daily.

In all classes, books should be neatly organised, respected, clearly labelled and tatty ones removed. Reading areas should be inviting and accessible at all times.

Phase 3

Books are organised on to shelves and baskets in a class book corner. Some are organised by genre, some organised as children have decided.

Opportunities to access bookshelves during reading sessions/quiet reading to change books.

Access to library on same basis.

Class book displayed in some classes.

Teachers' 'own' books in basket for children to access in some classes.

All children should have a reading book, which is taken home daily.

In all classes, books should be neatly organised, respected, clearly labelled and tatty ones removed. Reading areas should be inviting and accessible at all times.

How we monitor/record children's reading – all Phases

- ☺ Class teacher is expected to write a weekly comment in the child's diary or produce a printed slip - with record of reading learning for that week
- ☺ RWI assessments every 6-7 weeks (Foundation and Phase 1) which are used for regrouping children accordingly. RWI Data is used with RWI Leader to track progress through EYFS to Phase 1.
- ☺ Guided reading assessments record children's progress to meet the objective for the session for teachers' records
- ☺ TAs write notes on children's responses during whole class teaching
- ☺ Marking comments and next steps in reading journal
- ☺ System for monitoring and recording who has read/missing reading diaries etc.
- ☺ System in place for collecting in reading diaries
- ☺ System in place for monitoring/changing books, for example a reading register children can tick when books have been changed (KS2) and reading records to be kept in classrooms to ensure a child's books are logged and tracked (Foundation and KS1).

How we know children are progressing in their reading – all Phases

Foundation Stage

Children move systematically from A to B, C, D etc. in RWI phonic assessment.

Children in EYFS should be blending (reading) (RWI level B) by Autumn 2. Children should be achieving C or D by the end of EYFS.

By the end of EYFS children should be able to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Phase 1

Children will progress through the stages in RWI and they will progress through the stages (See appendix A) with their reading book.

Children will be on track to meet ARE becoming more fluent and showing a greater understanding.

Increasingly, children will show a greater enjoyment and passion for reading.

KS2

Children's progress will be assessed through a variety of evidence, which could include: reading journals, recordings of reading/drama, summative assessments (done over the course of the year).

Each child will have a reading journal as a continuous record of their learning (also creates more space as writing books are only using every other page!).

Assessment will be supported through children being listened to read every week and assessed against age expectations.

Assessment

Evidence of progress and attainment is ongoing and recorded termly in Reading (in Target Tracker) and used to track progress and identify next steps in children's learning.

- ☺ Moderated reading collections will be used to assess standards and monitor progress
- ☺ RWI assessments are used every 6 – 7 weeks (Foundation and Phase 1)
- ☺ Teachers' notes on the children's reading may be on planning or other proformas and should include evidence of progress made
- ☺ TAs are supported in making comments focused on aspects of NC and make judgements against ARE
- ☺ Parents will be informed of their child's attainment and progress at 2 consultation evenings (Autumn and Spring terms) and in an end of year report
- ☺ Teaching staff will provide positive feedback for all children (see Marking Policy.)
- ☺ Input attainment into Target Tracker at the end of each week/two weeks to continuously track progress throughout the term and to inform planning for next steps
- ☺ Focus for reading sessions to be taken from National Curriculum/Target Tracker as appropriate
- ☺ Track progress for each statement whenever it is revisited to show progress.

Reading is continually supported through the following:

Reading rewards

- ☺ House points
- ☺ Yearly 'Book Week' including 'World Book day'
- ☺ Stickers and sunshine/star
- ☺ Whole school and class reading raffles
- ☺ Reading certificates
- ☺ 'Wow' postcards – reading to the class
- ☺ Year 2 - sticker/certificate at the end of each half term.
- ☺ ERIC – everybody Reading in Class 2x 20 mins each week

When children that aren't making expected progress we will offer:

Phase 1

Key readers/early birds and precision teach
Reading Recovery Program (See appendix B)

Phase 2/3

Key readers/early birds, Toe-by-Toe and precision teach
Reading Recovery Program (See appendix B)

Other Reading

Reading is a cross curricular activity and is developed in other subjects. The school has a print rich environment, with plenty of notices, signs, posters, displays and books.

After finishing a book or story, children are encouraged to comment on characters and plots, and older children complete book reviews.

Library loans are organised every term. Teachers select a certain topic they would like non-fiction books on.

The mobile library visits one/twice a year and books are selected by children and add to each class library.

Teachers will share extended stories with their class, **reading daily to them.**

Organisation

Reading areas will to be well stocked with rich texts that offer children a variety of different authors and genres. Areas need to be Inviting, comfortable and have welcoming décor and seating. Displays might include a range of children's responses to reading, reading recommendations written by staff and children and 'This week Mr/ Miss, Mrs is reading...' posters etc...

Roles

The SLT will monitor and evaluate progress in Reading

The English Leader will:

- Be involved in action planning in conjunction with SLT
- Lead school development in reading; working with senior leaders and colleagues to improve provision and raise standards
- Monitor planning and review samples of children's work
- Observe teaching and learning in reading
- Analyse data and review progress
- Audit resources
- Lead discussions at staff meetings or during INSET sessions

Equal Opportunities

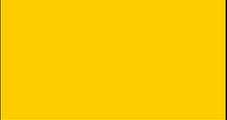
Some children will need different levels of support or challenge. We will plan for effective learning for all pupils - irrespective of disability, heritage, special educational needs, social group, gender, physical or emotional needs, race or culture.

This policy has been compiled as a result of consultation with all teaching staff: June/July 2016

Shared with Governors:

Review date: July 2018

Appendix A

Reading Book Codes	
	
Pink	
	
Red	
	
Yellow/Light yellow	
	
Blue/Light Blue	
	
Green	
	
Orange	
	
Turquoise	
	
Purple/Deep Red	
	
Gold/Brown	
	
White	

Appendix B

Estcots Reading Catch up Programme

The aim of this programme is to support children who appear to be 'stuck' or 'slow graspers' to engage with reading in a positive way that builds upon their success and enhances progress. The programme will include:

- Initial assessment and final assessment to measure impact
- A highly structure daily lesson (20 – 30 mins) that follows the pattern below:
 - Familiar rereads
 - Take a running record
 - Make and break
 - Fluent writing practice
 - Write a sentence
 - Cut up sentence
 - Introduce new book
 - New book attempted
- Parental involvement

Daily Lesson Structure

<p><u>Familiar rereads</u> Every day start with lots of books that the child if familiar with and confident to read. Share the books with the child. (not new book from yesterday) The cut up sentence from yesterday can be ordered and reread, then stuck in the child book.</p>
<p><u>Take a running record</u> Read the new book from the last lesson keeping a running record of how the child is doing – see table below Don't help unless the child is struggling with a particular word. Remember lots of praise for what a child is getting right.</p>
<p><u>Make and break</u> Response to the way children read: Work on learning about letters or important "chunks" of words Move the magnetic letters around on the whiteboard</p>
<p><u>Writing a story</u> Ask children to write sentences in their writing book (Encourage children to write them correctly and use the words they have been learning to read) Tell the children you like their sentences and would like them to read them out loud to you.</p>
<p><u>Cut-up the sentence</u> Choose one of the children's sentence's and write it on a long strip of paper. Cuts up the sentence so the child can put it back together. Encourage the children to persevere and think hard about putting it back together correctly.</p>
<p><u>New book introduced</u> Pick out a new book for the child, tell them what the story is about. Show children new words/tricky words. Model how to read the word – use resources like magnetic letters etc...</p>
<p><u>New book attempted</u> Now expect the child to read the book – prompt children with the tricky/new words and remind them of strategies you have just used. Don't allow the child to struggle but ensure they have a good attempt themselves and don't just give up.</p>
<p>The new book and the cut up sentence to go home each day to practise with an adult at home</p>

Behaviour	Notation	Example
Correct response	Mark every word read correctly with a check mark.	✓ ✓ ✓ ✓ ✓ Can you see my eyes?
Substitution	Write the spoken word above the word in the text.	✓ ✓ ✓ the ✓ Can you see my eyes?
Omission	Place a dash above the word left out.	✓ ✓ ✓ _ ✓ Can you see my eyes?
Insertion	Insert the added word and place a dash below it (or use a caret).	✓ ✓ ✓ ✓ big ✓ Can you see my _eyes?
Attempt	Write each attempt above the word in the text.	✓ ✓ ✓ ✓ e-ey Can you see my eyes?
Repetition	Write R after the repeated word/phrase and draw an arrow back to the beginning of the repetition.	✓ ✓ ✓ ✓ R ✓ Can you see my eyes?
Appeal* (asks for help)	Write A above the appealed word.	✓ ✓ ✓ A ✓ Can you see my eyes?
Told word	Write T beside the word supplied for the reader.	✓ ✓ ✓ _ T ✓ Can you see my Teyes?
Self-correction	Write SC after the corrected word.	✓ ✓ ✓ the/SC ✓ Can you see my eyes?