



Yenton Primary School

Reading Policy

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Policy for Reading

Vision

At Yenton we strive to teach all our children to read and to enjoy a variety of texts so that they will become independent, critical, life-long readers and learners. We believe reading is a vital skill and this belief underpins the huge emphasis we place on the teaching of reading in our school.

Objectives

At Yenton Primary School we aim to support children by:

- developing an interest in and a love of books, encouraging children to become attentive listeners and independent and reflective readers.
- developing reading strategies and skills: accuracy, fluency, understanding and response to texts.
- developing the ability to use and manipulate a variety of texts both fiction and non fiction on paper and on-screen
- providing access to, a wide variety of texts through the use of libraries, ICT and other available media.
- promoting, and encouraging a lifelong love of reading.

Approaches to the teaching of reading

Reading in Reception

The Early Years Foundation Stage curriculum provides a firm basis for the development of reading. Direct teaching and learning of phonics is taught using the National Strategies' Letters and Sounds programme. This phonics based approach forms children's primary approach to reading. The children will also learn to read high frequency key words on sight.

A wide range of reading materials are provided and books are regularly enjoyed and talked about to provide a rich atmosphere for children's development of reading behaviours and comprehension.

Children in Reception take home a free choice class library book to share each week. They also take home a graded book that is matched to their individual level of ability. Books are selected according to ongoing teacher assessment of children's phonic and reading skills. All children have a Home School Diary where parents can record their children's reading progress at home.

Guided Reading in the Early Years Foundation Stage (EYFS)

This approach to teaching reading enables the teacher to support a small group of children in talking, reading and thinking their way purposefully through an unfamiliar text.

Throughout the EYFS, guided reading is taught as an adult led activity, which happens once per week in Reception.

In Reception, children are taught key skills, such as, handling books appropriately, understanding concepts about print, sight recognition of frequent words, to hear and say sounds in words in the order in which they occur, use of letter sounds and blends to identify words, awareness of rhyming words and identifying main events in a story.

Guided Reading sessions follow the same process as in the other key stages with: book introduction, strategy check, independent reading, returning to the text, responding and follow up. Where children struggle to concentrate the learning may be split into two shorter sessions.

Reading in Key Stage One and Two

In order to deliver high quality reading, we teach from the learning objectives outlined in the National Curriculum which focus on the Reading Domains. All children are given opportunities to study a wide range of interesting fiction and non-fiction texts from a variety of genres. They have the opportunity to read from 'real' books and texts from a variety of media including big books, posters, ICT based texts, banded guided reading materials and reading schemes. Reading is taught through the use of a range of strategies. These include:

- shared and modelled reading;
- guided reading;
- phonics;
- individual, independent reading;
- home/ school reading;
- paired reading;
- use of class novels and shared texts.

Shared and Modelled Reading

Shared reading is a whole class activity using a common text. Sometimes multiple copies of a book are used.

Shared reading provides a context for teacher modelling, teaching and applying reading skills at word, sentence and text level.

Guided Reading

Guided reading takes place in a small group, led by a teacher or Learning Support Assistant (LSA). It focuses on developing children's ability to become independent readers, thinkers and learners. Children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. (Each child should be able to read the text independently with 90% accuracy.) Texts are selected from the school's guided reading schemes or using 'real' books. A variety of reading approaches are used in order to share the books within the group. Children are

informed of their learning objective before reading begins and is developed through the session and follow up. Children read silently as the teacher supports readers within the group. In Key Stage One and Two where appropriate, guided reading uses a combination of Letters and Sounds reading sets (to promote children's blending and decoding skills) and other guided reading materials (to promote comprehension).

Weekly overviews are used to guide teachers' planning of guided reading sessions. Guided reading sessions take place in the morning for half an hour daily from Year 2 upwards (see appendix 1). On the overview, teacher's sessions need to show the teaching sequence for guided reading (see appendix 4). The role of the teacher is to:

- share the learning objective (s);
- introduce the texts to children;
- work briefly with individuals as they simultaneously read their own copy at pace;
- select one or two points for the whole group to consider – consolidating or extending reading experience;
- set follow up work which links to the learning objective for the session.

During the session, the teacher/ LSA shares the learning objective(s) with pupils, assesses pupil's progress, and records the outcomes on guided reading assessment formats, which are kept in the class reading file. Evidence is dated/highlighted according to children's achievements as assessed by teacher. This information is used to inform periodic assessments using the National Curriculum objectives and our school tracking system SPTO.

Children who are not working with adult support in guided reading sessions are engaged in relevant reading activities including pre-reading text, phonics or word work, preparing ideas, follow up work, etc.

Guided Reading books are introduced from year one and these are used for children to record their reading work.

Phonics Work

The Letters and Sounds programme is designed to help practitioners and teachers to teach children how the alphabet works for reading and spelling. Systematic, high quality phonics teaching is essential for children to achieve the goal of reading. Letters and Sounds is designed as a time limited programme of phonics work aimed at securing fluent word recognition skills for reading by the end of Key Stage One and as an intervention in Key Stage Two. Teaching and learning of spelling continues using the Read Write Inc: Spellings

Phonics sessions at Yenton are taught daily as a discrete lesson throughout the Foundation Stage and Key Stage One. Phonics work continues in Key Stage Two during interventions for those children who have not succeeded at phase six by the end of year two.

Individual Reading

Children read material which interests them, to assist them in fostering a genuine love of reading and developing life-long readers. Children read on an individual basis. Teachers and LSAs work alongside readers to support them as appropriate. Teachers are encouraged to act as role-models, sharing their reading with pupils to reinforce the above philosophy. Teachers and LSAs also discuss texts with individuals and groups.

Children are encouraged to read independently at various times. This may be for example during registration, in a timetabled period, or as one sort of regular reading activity.

Home/ School Reading

Learning to read is different for everyone, but we believe it begins with sharing a love of books. Children who are introduced to books from an early age and, who are frequently read to are more likely to learn to read easily.

Several of the books at Yenton are banded to take children from the earliest stages of talking about books to full fluency in reading. Teachers choose a variety of different books to send home, sometimes books will be from different published schemes or genres. This technique enables skills to be consolidated and interest levels maintained.

Each classroom has a selection of books which is available to use in class and then children in Key Stage Two visit the library to choose their own books. Children can take home up to two books from the Library to enjoy with family. These books can be changed as often as the children wish and these go home along with the children's own reading records. Parents and carers are encouraged to sign these and make comments in the records regarding their child's reading. Teachers and LSAs monitor these weekly and keep a class record of each child's reading. When children do not return books or read regularly at home, parents are spoken to by the class teacher and encouraged to engage with their children's reading.

Home School Reading Diary

All children have home reading records in which they record the books they are reading. Parents, carers or children can record the date, title and pages read and then include a response to that reading. It is expected that all children read daily.

Parents and carers sign the children's home reading record. Teachers and LSAs monitor these weekly and sign. Any issues with home reading are addressed by the class teacher as appropriate. Workshops will be completed at the start of each academic year to ensure parents are aware of the expectations.

Volunteer Helpers

Currently, we are looking to develop other links within the community. Volunteer helpers are guided by the class teacher who plans the work for the children.

Paired Reading/ Reading Buddies

Reading buddies and paired reading are used within each year group as appropriate. Children work in pairs; they may be the same age or from different year groups. It is intended that this aspect of reading is developed across phases and key stages.

Silent Reading

Pupils undertake individual silent reading on a regular basis. Pupils may choose books from the class library. During silent reading sessions the teacher should be aware of the need to be seen as a role-model. S/he may therefore take the opportunity to silently read 'alongside' the children from his/her own material. Teachers are to ensure that there are systems in place for the selection of appropriate material for silent reading sessions.

Class Novels

Each class has a class reader. These quality texts are chosen for a variety of reasons and include texts from a wide range of authors to inspire children. Class readers may also link to children's interests, other curriculum areas or expanding children's experiences. Each week time is taken for every class to enjoy these texts together and engage in high quality conversations

Planning Outline

Weekly planning overviews are used for guided reading to guide teachers' planning in order to ensure children make progress in reading. Planning is informed by the teacher's ongoing assessment and judgements against the National Curriculum and the use of SPTO. Throughout the week each group will experience pre-reading work; a guided session led by the teacher and/or LSA, a follow up session, and independent sessions

Curricular Targets

Guided work is planned in relation to teachers' ongoing assessment and curricular targets identified for the whole school by the subject leader. Curricular targets link to a specific Reading Domain and are changed half-termly. These are differentiated by each teacher for individuals and groups and identified on weekly planning.

Reading Expectations

At Yenton we work toward the nationally set age related national expectations. Targets are set for classes and individual children who are to make at least four points progress yearly. These targets are reviewed during regular pupil progress meetings.

It is expected that the majority of pupils will achieve:

Expected Early Learning Goal for Reading by the end of the Foundation Stage.

Year 2 Expected Standard in reading at the end of Key Stage 1.

Year 6 Expected Standard in reading at the end of Key Stage 2.

We aim for children to reach age related expectations particular to each year group.

Assessment and Recording of Reading Progress.

Key Stage One and Two Assessment and Record Keeping

EYFS

- ongoing assessments recorded during guided reading sessions using group reading records linked to the EYFS curriculum;
- home school diary for teachers and parents to record progress;
- assessments of Letters and Sounds phases;
- SPTO assessments, updated for individual children informing class trackers and discussions held in pupil progress meetings;
- Early Years profile data at the end of Reception.

Key Stage One

- ongoing assessments recorded during guided reading sessions using group reading records linked to lesson objectives and targets;
- children's reading logs for independent reading and reflections;
- 'Rising Stars Reading Tests' will be completed half termly and results analysed by the class teacher to inform planning and areas for children's development;
- SPTO assessments, updated for individual children informing class trackers and discussions held in pupil progress meetings ;
- termly assessments of Letters and Sounds phases;
- end of KS1 SATs data;
- year 1 phonics screening test data;
- children's reading logs for independent reading and reflections.

Key Stage Two

- ongoing assessments recorded during guided reading sessions using group reading records linked to lesson objectives and targets;
- where needed termly assessments of high frequency words and phonic checks;
- children's reading logs for independent reading and reflections;
- 'Rising Stars Reading Tests' will be completed half termly and results analysed by the class teacher to inform planning and areas for children's development;
- SPTO assessments, updated for individual children informing class trackers and discussions held in pupil progress meetings;
- end of KS2 SATs data at year6.

Moderation

Moderation meetings are planned into the Staff Training Agenda. Staff bring identified children's APPs and evidence to support their judgements. This work is cross phase moderated and level judgements are agreed and signed by the moderators.

Record of Attainment in Phonics

Throughout Foundation Stage and Key Stage One teachers use the phonics assessment grids from Letters and Sounds to keep track of children's progress throughout the phases of phonics development.

Those children in Key Stage Two who need intervention are tracked on the Letters and Sounds assessment grids where necessary to check progress and achievement.

Common Exception Words

Common exception words are common words that account for a very large percentage of all the words we encounter in every day reading, writing and spelling.

Some are known as sight words because they are best memorised by sight. It is essential that all children learn these words in order to read simple texts and learn how to spell. Many of these common words have irregular spellings and do not always follow the normal rules of synthetic phonics, which means they need to be directly taught within phonics and Literacy lessons.

Statutory Assessments

Key Stage One

During Year 2, teacher assessments are carried out in English. Teachers are required to record a level for reading, writing, spelling and grammar and speaking and listening. Tasks or tests are used in accordance with statutory guidance to support teacher assessment judgements.

Key Stage Two

National SATs tests take place in May in year six. In addition, teachers provide teacher assessments.

Literacy Intervention Programmes

Children who are working either below or above the normal range of the class, will be identified and placed on either the special educational needs (SEND) record or the gifted and talented record. For children who are not making the expected progress in years 1 to 6 a range of intervention programmes are used to ensure pupils 'catch-up' and make accelerated progress. Intervention programmes are designed by class teachers in response to assessment data. The impact of interventions is then assessed and appropriate action is taken regarding the impact on the targeted children's progress.

Resources

At Yenton we believe children should receive a broad and balanced reading diet.

Resources are available in various areas of the school, each classroom has a class library which is stocked with a range of texts. Each class should have a range of reading materials in a range of genres.

In Foundation stage and Key Stage One guided reading resources, phonics support materials, book banded home readers, big books, story sacks and class libraries are organised to develop children's interest and matched to their ability.

Home/ school readers and guided reading books for Key Stage Two are organised into book bands and stored in the open area on the top Key Stage Two corridor. Guided reading texts are found in the cupboards at the top of the front stairs.

Differentiation

At Yenton different approaches are used to meet the needs of various ability groups within each classroom. These include organisation of children, selection of texts, use of additional adults, planning for differentiated outcomes, use of intervention programmes and boosters.

Equal Opportunities

In line with the Special Needs and Inclusion school policies, and the National Curriculum, Yenton believes all children are entitled to high quality teaching and learning. We endeavour to ensure that every child has access to a broad and balanced reading curriculum.

Links with ICT

When planning reading related activities a consideration is made to the ICT provision in school. The use of ICT involves children in reading a range of text types for a range of purposes. Use of the Internet provides another source of information across all curriculum areas.

The use of ICT is incorporated into the teaching of reading for specific reading skills and activities, accommodating all ability levels.

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Cross-Curricular links

The skills that children develop in reading are linked to, and applied in, every subject of our curriculum. Children's skills in reading enable them to communicate and express themselves in all areas of their work in school.

Children are encouraged to read and interpret a range of text types across all areas of the curriculum, allowing their knowledge and vocabulary to be developed and extended further.

The Reading Environment

To encourage a love of books, a thirst for knowledge and enthusiasm for reading an inviting and well-resourced reading environment is provided.

Classroom Book Corners

All classrooms will have well stocked and attractive book areas which include a range of printed materials at all levels. These materials include fiction and non-fiction texts, texts from a variety of cultures, texts that appeal to each gender and dual language texts. Books relevant to the topic being studied each term are displayed.

The reading corner should be attractive, welcoming and interactive for example children's book reviews, likes and dislikes, book of the week etc.

Library

Children are able to visit the School Library at lunchtime every day. Here children can select their own books sometimes with guidance from an adult. Children can take up to two books and change these whenever they like. Children and parents are provided with a reading list at the start of the year which gives names of age related books that children are expected to read during the year. Good links are encouraged with the local libraries and community reading resources, like EAZ services. During each academic year all Key Stage 2 classes, are expected to plan a visit to the local library.

Role of the Subject Leader

The subject leader for English is responsible for:

- liaising closely with the head teacher on the standards and progress throughout the school;
- writing the Literacy action plan;
- supporting and advising staff with all aspects of reading;
- facilitating professional development in the teaching of reading;
- monitoring the quality of teaching and learning throughout the school;

- Ensuring the provision of a wide range of good quality books and other resources for children at all levels of reading.

Monitoring

- SLT analyse end of key stage assessments, Foundation profile, Key Stage One and Key Stage Two SATs;
- Phase Leaders will analyse and track the attainment of Reading across their phases and identify any patterns and trends in data half termly;
- Impact on pupil progress in the intervention programmes when carried out, are monitored at pupil progress meetings;
- Targeted support provided to specific groups linked to analysis of performance data e.g. EAL pupils.