

HEATON ST.BARNABAS CE PRIMARY SCHOOL

READING POLICY JANUARY 2017

“So please, oh PLEASE, we beg, we pray,
Go throw your TV set away,
And in its place you can install,
A lovely bookshelf on the wall.”

Roald Dahl, 'Charlie and the Chocolate Factory'

Aims

'We shouldn't teach great books we should teach a great love of reading' B.F. Skinner

- To develop happy, healthy and **curious** learners who read confidently and independently
- To develop lifelong enjoyment and pleasure in reading
- To enable children to access all areas of the curriculum
- To enable children to access, understand and begin to manage information
- To understand the meaning of what is read to them and what they read
- To respond to what they read; to say whether they like or don't like it and why
- To understand and respond to the feelings that words can arouse in us like happiness, sadness, anger
- To understand that this experience allows us to make connections with other people
- To walk through doors to the past, to the future, and to other worlds both real and imagined

As a community of readers we expect **all adults** to model and communicate their love of reading. These are just some of the ways we can share this:

- ✓ **Story time**
- ✓ **ERIC (everybody reads in class)**
- ✓ **Shared and guided reading**
- ✓ **Library time**
- ✓ **Reading with individual children**
- ✓ **Assemblies**
- ✓ **Performances**

PRINCIPLES FOR THE TEACHING AND LEARNING OF READING

In order to deliver the above, we will meet the objectives outlined in the Curriculum 2014. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genre. They will have the opportunity to read 'real' books and newspapers, big books, posters, ICT based texts, on individual computers and interactive Whiteboards, large texts, information booklets, banded guided reading materials and reading schemes

STRATEGIES FOR THE TEACHING OF READING

At Heaton St.Barnabas, reading is taught alongside Read/Write phonics initially from Reception through to year 3. This initiative promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. As part of this scheme the children will be taught to:

- discriminate between the separate sounds in words;
- learn the letters and letter combinations most commonly used to spell sounds;
- read words by sounding out and blending their separate parts;
- study written representations of a sound and how it looks;
- recognise on sight vocabulary identified as 'Tricky words'

Reading is taught through Shared Reading sessions, Guided Reading sessions and opportunities to practise and consolidate skills through independent reading. During these sessions, teachers/teaching assistants will use a wide range of strategies to try and enhance the teaching of reading. Some of these are outlined below:

- modelling and discussing the features of written texts through shared reading of texts;
- giving direction to develop key strategies in reading;
- Talk for Writing - imitating stories using words and actions
- demonstration – e.g. how to use punctuation when reading, using a shared text;
- explanation to clarify and discuss e.g. need for grammatical agreement when proof reading;
- questioning – to probe pupil's understanding of a text; using AF question cards to promote effective questioning.
- investigation of ideas – to understand, expand on or generalise about themes and structures in fiction and non-fiction;
- discussion and argument – to justify a preference;
- Provision of a wide range of fiction & non-fiction genres, for the children to choose from.

STRATEGIES TO ENHANCE THE LEARNING OF READING

We believe that in order for children to foster an enjoyment of reading and in order for them to have an understanding of the texts they read, they must be at the centre of their own learning. Some of the strategies used to enhance this independent learning are outlined below:

- We are aware that all children are individual and have preferred learning styles. Therefore we aim to provide children with a range of visual, kinaesthetic and auditory experiences, which will enhance and improve their reading skills.
- Children will be made aware of/involved in determining the learning focus of the reading session and will have a clear understanding of what the teacher/teaching assistant is looking for in their reading/analysis of the text.
- Children will be given oral and/or written feedback about their reading, in order to help them develop specific aspects of it further, aiding progression.
- Children will be given opportunities to self assess their own reading. This not only promotes independence, but also assists in their reading development.
- Reading tasks/books will be appropriately matched to individual abilities and needs in the classroom (differentiation).

OPPORTUNITIES FOR READING

Shared Reading:

The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based).

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

Guided Reading:

Guided Reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the school's guided reading schemes or using 'real' books. Guided Reading within the infants uses a combination of the series of Letters and Sounds reading sets (to promote children's blending and decoding skills) and other Guided Reading schemes (to promote comprehension). The teacher/teaching assistant shares the key objective(s) for the session with pupils, assesses pupil's progress within the session, and records the outcomes on Bradford Guided Reading assessment formats, which are kept in the cohorts' assessment file (within the reading section). Evidence is dated/highlighted according to the Bradford guided reading Assessment guidelines.

Independent Reading Time:

Children read material which interests them, to assist them in fostering a genuine love of reading and help them to appreciate its value. During this time teacher's act as models, reading their own chosen material, to reinforce the above philosophy.

Story Time:

Texts appropriate to topic work or objectives covered in the Literacy are read aloud by the teacher. We believe that giving children the opportunity to hear an adult/teacher read to them, develops a child's ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary.

Library Skills:

Children access the library for research purposes, when appropriate, developing skills needed to locate and effectively use information. Pupils are timetabled to visit the library every week and take a book of their choice home.

Home/School Reading:

All children will be encouraged to borrow books from class collections, and read these at home and in school during independent reading time. Initially, children take home Book Banded (colour-coded) reading books, which are suitable for their reading ability (these books are often from a range of reading schemes). When children have progressed through all Book Bands, they move onto 'Free Readers' ('real', non-scheme books, suitable for their age).

Reading Buddies:

Children in younger year groups, who particularly struggle with reading, are given the opportunity to read with a number of trained Year 6 children, one lunchtime per week. This opportunity not only helps to develop the child's fluency and understanding of a text, but also allows them to build on their interpersonal and social skills.

Parental Involvement:

Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to make a written comment in the school planner/reading record, to show how their child read or understanding.

SPECIAL EDUCATIONAL NEEDS (SEN)

Children with special educational needs are encouraged to take full part in reading sessions, both inside and outside the Literacy sessions, except where disapplication is clearly indicated and fully supported by the LEA. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Pupils who need it, are withdrawn for short periods, to participate in individual and small group programmes, based on their IEPs. Care is taken not to disadvantage pupils by this withdrawal.

EQUAL OPPORTUNITIES

In line with the Special Needs and Inclusion policies, and the Primary Framework Strategy, Heaton St.Barnabas Primary School believes all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion.

STRATEGIES TO ENSURE PROGRESS AND CONTINUITY

- Children's reading development will be evaluated on an ongoing basis by the teacher/ teaching assistant and/or child, which ultimately informs the planning of reading tasks the following day or week.
- The English co-ordinator will monitor and evaluate the teaching and learning of reading on a regular basis across school, to ensure continuity and progress is evident.
- Oral and/or written targets will be set by the teacher and/or child to help children achieve their full potential in reading.

STRATEGIES FOR RECORDING AND REPORTING

- Every term, children's reading skills will be assessed (through a formal reading assessment in the Autumn and Summer term and through teacher assessment in the Spring term). Each teacher will then be able to gauge the child's strengths, areas for development and the progress made, and use this to plan future provision. . The school tracking system for reading is updated for every pupil on a termly basis. (See Assessment policy for more detail).

STRATEGIES FOR USE OF RESOURCES

- Teachers will provide a language rich environment with an inviting and well resourced reading area, in order to promote and create an enthusiasm for reading.
- Reading resources (for shared, guided, home and individual reading) will be updated yearly, as necessary, following an audit of need. Reading resources which are damaged or out-dated, making them unappealing to primary age pupils, will no longer be used, and will be removed from book shelves.
- A range of visual, auditory and innaesthetic resources will be used in the teaching or reading to ensure all learning styles of the children are being addressed.

- A range of ICT software is available for the children to use to help them improve their reading skills.

Appendix 1:

Book Bands – NC Reading Levels

Band	Colour	NC Level
1	Lilac	WB Reception
1	Pink	WT ELG Reception
2	Red	WT ELG Reception
3	Yellow	WA ELG Expected – Reception
4	Blue	WT Expected Y1
5	Green	WT Expected Y1
6	Orange	WA Expected Y1
7	Turquoise	WT Expected Y2
8	Purple	WT Expected Y2
9	Gold	WT Expected Y2
10	White	WA Expected Y2
11	Lime	WT Expected Y3
12	Brown	WA Expected Y3
13	Grey	WA Expected Y4
14	Dark Blue	WA Expected Y5
15	Dark Red	WA Expected Y6
Following these levels it would be expected that pupils are free readers and may select any appropriate text for their age to challenge and engage for a love of reading.		

***Key**

WB – Working Below
 WT – Working Towards
 WA – Working At

Appendix 2

Foundation Stage*

- Link sounds to letters, naming and sounding the letters of the alphabet using Ruth Miskin Phonics.
- explore and experiment with sounds, words and texts
- hear and say sounds in words in the order in which they occur
- blend letters to read CVC words and recognise common digraphs
- use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer or more complex words
- read a range of familiar and common words and simple sentences independently
- Know that print carries meaning and, in English, is read from left to right and top to bottom.
- show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.
- Retell narratives in the correct sequence, drawing on the language patterns of stories.
- return to favourite books, songs, rhymes to be re-read and enjoyed
- listen with enjoyment to stories, songs, rhymes and poems, sustain attentive listening and responds with relevant comments, questions or actions
- show an understanding of the elements of stories, such as main character, sequence of events, and openings and how information can be found in non-fiction texts to answer questions about where, who, why and how
- use language to imagine and recreate roles and experiences

Year 1

- read longer words including simple two and three syllable words, for example *yesterday*
- use RM phonics to read unknown or difficult words
- recognise all common digraphs and trigraphs, including more complex long vowel phonemes
- read automatically high frequency words
- use syntax and context to self-correct when reading for accuracy and meaning
- identify the main events and characters in stories, and find specific information in simple texts
- make predictions showing an understanding of ideas, events and characters
- recognise the main elements that shape different texts
- explain the effect of patterns of language and repeated words and phrases
- select books for personal reading and give reasons for choices
- visualise and comment on events, characters and ideas, making imaginative links to own experiences
- distinguish fiction and non-fiction texts and the different purposes for reading them

Year 2

- recognise less common digraphs and trigraphs, exploring word families
- routinely apply Ruth Miskin phonic knowledge for reading unknown or difficult words
- use syntax, context and word structure when reading for meaning
use knowledge of word structure to support reading, including polysyllabic words
- draw together ideas and information from across a whole text, using simple signposts in the text
- give some reasons for why things happen or characters change
- explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points
- explore how particular words are used, including words and expressions with similar meaning
- read whole books on their own, choosing and justifying selections
engage with books through exploring and enacting interpretations
- explain their reactions to texts, commenting on important aspects

Year 3

- read independently using RM phonics, including the full range of digraphs and trigraphs, to decode unknown words, and syntax, context and word structure when reading for meaning
- recognise a range of prefixes and suffixes and how they modify meaning
- identify and make notes of the main points of section(s) of text
- infer characters' feelings in fiction and consequences in logical explanations
- identify how different texts are organised, including reference texts, magazines, leaflets, on paper and on screen
- explore how different texts appeal to readers using varied sentence structures and descriptive language
- share and compare reasons for reading preferences, extending range of books read
- empathise with characters and debate moral dilemmas portrayed in texts
 - identify features that writers use to provoke readers' reactions

Year 4

- use knowledge of word structure and a more extensive range of prefixes and suffixes to construct the meaning of words in context
- identify and summarise evidence from a text to support a hypothesis
- deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts
- use knowledge of different organisational features of texts to find information effectively
- explain how writers use figurative and expressive language to create images and atmosphere
- read extensively favourite authors/genres and experiment with other types of text
- interrogate texts to deepen and clarify understanding and response
- explore why and how writers write, including through face-to-face and online contact with authors
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Year 5

- use knowledge of words, roots, derivations and spelling patterns to read unknown words
- make notes on and use evidence from across a text to explain events or ideas
- infer writers' perspectives from what is written and from what is implied
- compare different types of narrative and information texts and identify how they are structured
- explore how writers use language for comic and dramatic effects
- reflect on reading habits and preferences and plan personal reading goals
- compare the usefulness of techniques such as visualisation, prediction, empathy in exploring the meaning of texts
- compare how a common theme is presented in poetry, prose and other media
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Year 6

- use knowledge of word derivations and word structure, e.g. affixes, acronyms and letter omission, to construct the meaning of words in context
- appraise a text quickly, deciding on its value/quality/usefulness
- understand underlying themes, causes and points of view
- understand how writers use different structures to create coherence and impact
- recognise rhetorical devices used to argue, persuade, mislead and sway the reader
- read extensively and discuss personal reading with others, including in reading groups
- sustain engagement with longer texts, using different techniques to make the text come alive
- compare how writers from different times and places present experiences and use language