



Heaton St. Barnabas' CE (VA) Primary School

Policy For

Reading

This policy was approved by Curriculum Committee

On: 21st January 2020

Signed.....

Position: Chair of Curriculum Committee

This policy will be reviewed in Summer 2022

HEATON ST. BARNABAS' CE PRIMARY SCHOOL

READING POLICY JANUARY 2020

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

AIM

The over-arching aim of Reading policy and practice at Heaton St. Barnabas' CE Primary School is to support children in their growth as **happy, capable** and **curious learners** who read confidently and independently.

To achieve this broad aim, we will:

- promote reading as a pleasurable and life-enriching activity for readers of all ages;
- teach the reading skills that enable children to access all areas of the curriculum;
- show children how to access, understand and begin to manage information;
- provide children with opportunities to explore the meaning of what is read to them and of what they read;
- inspire children to respond to what they read, to say whether they like it or not, and why;
- model how to identify and respond to the feelings that the written word can arouse in us;
- demonstrate and explain to children how the experience of reading enables us to make connections with other people and develop empathy;
- encourage children, through their reading choices, to walk through doors to the past, to the future, and to other worlds, both real and imagined.

We expect **all adults**, as key members of the school's community of readers, to model and communicate their love of reading. These are just some of the ways we can share this:

- ✓ ***Informal 'book' talk and text recommendations***
- ✓ ***Story time – led by adults and children***
- ✓ ***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

We will meet the aims outlined above by fulfilling the objectives specified in the National Curriculum 2014. In doing so, we will ensure that all children are given opportunities to study a range of quality fiction, non-fiction and poetry texts from a variety of genre. Children will have the opportunity to read picture, chapter and reference books in print form; magazines and newspapers; big books; posters; computer-based texts; information booklets; banded guided reading materials; and books from reading schemes.

STRATEGIES FOR THE TEACHING OF READING

At Heaton St. Barnabas CE Primary School, Reading will be taught through Read Write Inc. Phonics initially from Reception through to Year 3. This scheme places 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 will be taught through Guided Reading sessions, Shared Reading sessions and through opportunities to practise and consolidate skills in independent reading. During these sessions, teaching staff will use a wide range of strategies to teach reading effectively. Some of these strategies are outlined below:

- Modelling and discussing the features of written texts through shared reading;
- Talk for Writing - imitating stories using words and actions;
- Demonstrating – e.g. how to take account of punctuation when reading out loud;
- Explaining to clarify – e.g. the need for grammatical agreement when proof reading;
- Questioning – e.g. to probe pupils' understanding of a text, using SATs-style question stems where appropriate;
- Investigating key ideas – e.g. to identify, expand upon or generalise about themes and structures in fiction, non-fiction and poetry;
- Discussing and debating – e.g. to justify opinions about a text;
- Practising reading comprehension test questions, or questions written/presented in this style, to give children experience of answering questions across the reading domains tested in the Key Stage 1 and Key Stage 2 Reading SAT papers;
- Providing a range of fiction, non-fiction and poetry genres from which children may choose to read independently.

STRATEGIES TO ENGAGE CHILDREN IN READING LEARNING

We believe that in order for children to develop enjoyment of reading and deep understanding of the texts they read, they must fully engage with their reading learning. Some of the strategies we will use to secure children's engagement are outlined below:

- We are aware that children are individuals and enjoy engaging with books in different ways. We will therefore aim to provide children with opportunities to experience texts in different formats – for example, visual and auditory media. In the early years of reading teaching, we will seek to provide kinaesthetic opportunities for children to engage with books, to enhance their experience of reading;
- Reading books will be appropriately matched to individual abilities or levels; similarly, reading tasks, work groups and support in class will be organised according to learning needs (differentiation);
- Children will be made aware of the learning focus of reading lessons and will have a clear understanding of what the teacher is looking for in their reading or in their analysis of a text;
- Children will be given oral and/or written feedback about their reading, in order to help them develop specific aspects of it further;
- Children will be given opportunities to self and peer assess their progress in reading. This will not only promote independence, but will also assist in their reading development;

- Teachers will encourage children to share their views on reading texts and on the next steps in reading learning; where possible and practical, teachers will seek to take these views into account when planning subsequent lessons.

OPPORTUNITIES FOR READING

Teachers will use a range of pedagogical approaches when planning and delivering Reading teaching, in order to secure progress and maintain high levels of pupil engagement. The learning contexts and settings outlined below are provided as examples of typical approaches that will be used to support Reading teaching across school.

Shared Reading:

The whole class shares a text, which is beyond independent reading levels, often using an enlarged text (paper or computer-based) or individual copies of books.

Shared Reading provides a context for teacher modelling, supported practice and independent application of reading skills (word, sentence and text level).

Guided Reading:

Guided Reading takes place in a small group, led by a teacher or teaching assistant, and 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; this is matched to the reading level of the group. Texts are selected from the school's guided reading schemes or using 'free reader' books. Guided Reading within the Early Years and Key Stage 1 uses a combination of Read Write Inc. 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 pupils' progress within the session, and records the outcomes on the HSTB Guided Reading Planning form; this is then filed in the class Reading folder as evidence of reading progress.

Independent Reading Time:

Children are given time in class to read material which interests them – from home, the class reading area or the school library – to encourage them to develop a genuine love of reading and to help them to appreciate its value. During this time, teachers act as models or 'reading champions' by reading their own chosen material; this reinforces the ethos of reading for enjoyment and of reading as a shared, social activity.

Story Time:

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

Library Skills:

When appropriate, children are given opportunities, and shown how, to use the library for research purposes and to develop the skills needed to locate relevant information. Classes are timetabled to visit the library every week and pupils are able to take a book of their choice home.

Home/School Reading:

All children are encouraged to borrow books from class collections and read these at home and in school during independent reading time. Initially, children will take home book-banded (colour-coded) reading books which are suitable for their reading ability (these books are from a range of reading schemes). When children have progressed through all Book Bands (see Appendix 1), they move onto 'free readers' (i.e. 'real', non-scheme books, suitable for their age).

Reading Buddies:

Some children in younger year groups, who particularly struggle with reading, are given the opportunity to read with a number of trained UKS2 children, one lunchtime per week. This opportunity not only helps to develop the younger child's fluency and understanding of a text, but also allows both children involved to build interpersonal and social skills.

Parental Involvement:

Parents are positively encouraged to share books with their children and to listen to their children read at home. Parents are encouraged to write comments in their child's school planner/reading record to show how their child has read or understood.

SPECIAL EDUCATIONAL NEEDS (SEN)

Children with special educational needs will be supported in taking full part in reading sessions, both inside and outside reading lessons, 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 require it may be withdrawn from reading lessons for short periods, to participate in individual and small group programmes based on their IEPs. Care will be 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' CE 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 the children in question; this evaluation will ultimately inform the planning of reading tasks in subsequent lessons;
- The English Leader will monitor and evaluate the teaching and learning of Reading on a regular basis across school, to ensure consistency of approach and evidence of progress;
- Oral and/or written targets will be set by the teacher and/or children to help pupils achieve their full potential in reading.

- Attainment in Reading at the end of each year group will *broadly* be in line with the descriptors given in Appendix 2.

STRATEGIES FOR RECORDING AND REPORTING

- Every term, children's reading skills will be assessed through Phonics assessments (where applicable) and through Reading Comprehension tests. Teachers will use this information to gauge the child's strengths, areas for development and progress made, and to plan future provision. The school tracking system for Reading is updated for every pupil three times a year. (See the Assessment policy for more detail).

STRATEGIES FOR USE OF RESOURCES

- Teachers will create language-rich environments in their classrooms with inviting and well-resourced Reading areas, in order to promote 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 pupils, will no longer be used and will be removed from book shelves.

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 Read Write Inc. 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
- re-tell 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
- 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 Read Write Inc. 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 between 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 Read Write Inc. 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 why characters change
- explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points
- explore how particular words are used, linking to similar words and expressions
- 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 Read Write Inc. 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.

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/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.

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 or 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.