

Milldene Primary School

Reading Policy

INTENT

Vision

Through reading, our pupils will develop a lifelong love of reading and we will encourage knowledge and enthusiasm about books and authors. Our children will be independent and reflective readers who are keen to share their experiences with others.

Aims

For all pupils to

- Read fluently and confidently at and beyond age-appropriate expectations
- Enjoy reading and develop a love of books
- Acquire a wide vocabulary and develop an interest and love of words
- Understand fully what they read
- Be able to use reading independently across the curriculum
- Appreciate our rich and varied literary heritage
- Monitor and self-correct their own reading
- Understand how authors craft their writing
- Know and understand a range of genres

Reading Curriculum

- Reading is multi-faceted and so this section is organised under the following headings
 - General information
 - Word reading
 - Fluency
 - Comprehension
 - Vocabulary
 - Becoming a researcher
 - Becoming a reader at school
 - Becoming a reader at home
 - Enjoying reading

General information

- In EYFS DfE 'Statutory framework for the early years foundation stage' guides the curriculum, with Cornerstones as a vehicle to enable the areas of learning.
- In years 1 – 6, our reading curriculum is an adaptation of 'The English Planning Kit'. This sets out the objectives that each year group teaches and shows the progression within and across year groups.
- The school takes a mastery approach to learning objectives and levels of text. Unless a child has a special need related to reading (posing a significant barrier), they will work on the objectives and age-

appropriate texts for their year group. Age-appropriate texts for each year group have been identified in our writing curriculum maps (as much as possible, especially in KS2, the texts noted are used for guided reading lessons also).

- Guided reading lessons in all year groups have a focus on the skills that 'good readers' have. For example: activating prior knowledge, predicting, questioning, self-correcting, exploring vocabulary.

Word reading

- Please refer to our Phonics and Early Reading policy.

Fluency and prosody

- Fluency is development starts in EYFS via the reading practise sessions that form part of our phonics approach (Little Wandles Letters and Sounds Revised).
- Fluency is a regular focus as texts get harder in KS2. Teachers use techniques such as echo reading and repeated reading.
- Children who appear to be working below ARE will have their reading fluency assessed and reading fluency intervention groups can then take place, where the skills they are struggling with can be addressed. These may be regarding decoding, awareness of punctuation or not self-correcting, for example.

Comprehension

- The set of reading comprehension skills taught in our school are as follows:
 - Core skills
 - Clarifying (retrieval, vocabulary)
 - Inferring
 - Auxiliary skills
 - Imagining
 - Linking
 - Predicting
 - Summarising
 - Evaluation skills
 - Understanding purpose and viewpoint (Y3 onwards)
 - Understanding text organisation
 - Understanding writers' use of language (Y2 onwards)
- We present these skills under the acronym VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence, Summarise). These skills are taught explicitly and teachers share with the pupils which skill they are developing.
- Comprehension is first introduced in EYFS and Year One as part of the reading practise sessions that form part of our phonics approach (Little Wandles Letters and Sounds Revised).
- All pupils from Y2 onwards receive at least three 20 to 30 minute lessons each week using the whole class guided reading strategy. It is planned using the unit planner and we try to focus on the skill of 'being a reader', rather than purely answering comprehension questions. What makes a 'good reader?', is a key focus.

- If children are not working at age-related expectations, they will become a focus group within the lesson. They can also work on reading comprehension in a smaller group at their level, using intervention materials such as Read Write Inc, Read Write Inc Fresh Start, Pixa or Inference Training (depending on the area of need).
- If children are working above age-related expectations, we aim to deepen their understanding. A number of approaches to this are used, including ensuring their reading books are challenging, adapting teaching during the lesson including through questioning and in KS1 applying their phonics knowledge into their writing.
- Teachers may also use active reading strategies either within these sessions, other reading lessons or across the curriculum. These include drama, visualisation, diagrammatic representation, writing from reading, labelling, circling/ highlighting/underlining (text marking) and sequencing.

Vocabulary

- Vocabulary is taught directly and indirectly
- Indirect teaching includes:
 - Engaging in oral language with adults
 - Listening to adults read
 - Regular reading themselves
- Direct teaching includes:
 - Teaching children specific words before a reading activity
 - Teaching a set of words across an English unit
 - Repeated exposure to vocabulary across the curriculum
 - Morphemic analysis
- We take pride in pre-selecting words from the texts we are sharing. We use these to broaden the children's vocabulary. These are displayed in each class.

Becoming a researcher

- A distinct strand of the curriculum is dedicated to this important life-skill.
- It is taught mostly through other subjects. It enables our children to research independently by the time they leave our school, thereby being prepared for the KS3 curriculum.

Becoming a reader at school

- Every child in KS1 and Year Three has a reading record. These are checked regularly and in addition to this KS1 have further incentives to encourage regular reading practice. The frequency of children's reading in KS2 is tracked via our Accelerated Reading system, which also allows us to check children are reading a book which matches and challenges their comprehension ability.
- Reading books are banded throughout the school. As already outlined, KS1 books are banded using the Little Wandles Revised Letters and Sounds phases. They also take home a 'sharing book' which is a book of their own choice. KS2 books follow Accelerated Reader bands 0-7 (with further range within each level).
- In KS2, children who are identified as working towards ARE are allowed to have two books, shown with two different bookmarks. One book is their 'skills' book, which is closely matched to their

reading age. The other is their 'pleasure' book, which can be any book they wish to enjoy. We identified that though these children need to have books to develop their skills, they are also entitled to the joy of selecting and enjoying the wide range of books on offer at our school.

- In EYFS and KS1, the staff monitor whether children read at home and a record of this is kept each year. Children in EYFS, KS1 and KS2 who are not reading at home regularly are heard by an adult or 'reading buddy' with greater regularity.
- In KS2, children's reading regularity and comprehension are tracked by the class teachers and English Subject leader, via the Accelerated Reader system. STAR reading assessments are used three times a year and discussions regarding the children's progress take place between teacher and child.
- KS2 read individually in school during a 'Daily Read' session which is intended to build children's reading resilience and stamina, as well as offering a peaceful time to read. This extra reading session may vary according to the class's current needs.
- Across the school, 'storytime' occurs regularly, usually at the end of the day (although the timing is flexible). In KS2 an 'aspirational text' is read to the whole class over a half term or a term. The book each class is reading is displayed on the classroom door.
- Teachers plan opportunities for reading across the curriculum. These enable pupils to routinely apply the skills they are learning in English.
- The school library is accessed by every KS2 child regularly. Library monitors enable the library to also be open at lunchtimes.

Becoming a reader at home

- During our 'Meet the Teacher' sessions, via the school newsletter and at workshops parents/guardians are offered a chance to update their knowledge and the school expectations of how to support their children.
- Children are expected to be heard read by an adult at least three times a week (as outlined in the home school agreement). As previously outlined, in KS1 incentives are offered for this reading at home. In KS2 incentives are given via our Word Count, Jump the Queue stickers (for gaining 100% on a book quiz) and further displays regarding reading activity.
- In Reception and KS1, children keep their book for a week having practised it three times via our reading sessions.
- Children continue to read to their parents in KS2, although in later years, we accept that children may want to read their books alone. We are able to track how regularly this happens using our Accelerated Reader system.

Enjoying reading

- We believe our way of teaching, as detailed above, will create children who enjoy reading. Children are further encouraged through the following strategies:
 - Adults using the language of reading for 'fun', 'enjoyment' and 'pleasure'
 - Teachers talking about reading in positive terms (to both parents and children) so it doesn't become a chore
 - The use of adults as role models to show how reading can be life-enhancing

- The use of reading buddies to offer another role model
- A bi-annual 'Books at Bedtime' event after school.
- Displaying books neatly and attractively across the school and creating displays that encourage reading
- The use of high quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter in reading lessons

IMPACT

Assessing Impact

- The school uses 'The English Assessment Kit' for periodic assessment, which informs assessments recorded on Target Tracker. This is completely aligned to the school curriculum.
- Teachers update their assessments termly.
- Assessments are made through a combination of observation, discussion, written work, formal reading tests from Y1 onwards and STAR reading tests (which indicate children's reading ages and book levels).
- Reading age assessments (via STAR reading test) are used for intervening with lower attainers and for placing children into book bands. In KS1, children's reading level is checked regularly in order for children to make progress through the reading bands and phonics phases.
- Phonics is assessed via the school phonics system half termly.
- The phonics screening check, KS1 and 2 statutory assessments provide transitional assessment.

Monitoring

- Subject leaders create a monitoring action plan each year to ensure this policy and the school curriculum are followed and taught. They will use a range of monitoring strategies and ensure that they triangulate between these. Support is then offered to teachers where 'areas for development' are identified.

Renewal

- This policy is revisited on a regular basis and amendments are made where appropriate.