

# Woolenwick Junior School

## Reading Policy V2

Policy Name	Reading policy
Created by	Woolenwick Junior School
Responsibility of	School Improvement Committee
Reviewed by	Clare Herbert
This Review Date	March 2017
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Cycle	3 years
Ratified by Governing Body on	3.5.17

### Version History

Version	Amendments	Date	Author
V1	Original document	March 2014	CH
V2	Updated	January 2017	KM

**English Coordinator:** Kerri McLay

**English Governor:** Michelle Upchurch

*'The more that you read, the more things you will know. The more you learn, the more places you'll go.'*

I Can Read With My Eyes Shut! by Dr. Seuss

*'Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.'*

National Curriculum September 2014 p14

### Aims of the Policy

To ensure that we:

- have consistent, standard and manageable practices;
- all have a clear understanding of why and how the teaching of reading can support teaching and learning;
- meet the statutory objectives of the National Curriculum (Sept '2014);
- develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers.
- develop reading strategies and skills, accuracy, fluency, understanding and response to texts.
- develop children's experiences through a variety of text including the use of libraries, computers and other available media.
- help children to acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing and spoken language;
- link reading and writing, so children appreciate our rich and varied literary heritage and are provided with exciting opportunities to transfer skills across the curriculum and in 'real life';

- can work with parents/carers to support children's learning in and out of school.

The implementation of the policy is the responsibility of all staff, overseen by the English Coordinator.

## **Principles of teaching reading**

**The teaching reading is to support the child in their learning journey and help them to become better communicators.**

**The national curriculum states**, 'through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know' (NC Sept '14 p13).

We teach the skills of reading in a variety of ways outline below. These competencies fall into two dimensions:

- **word reading** – 'Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the **speedy recognition** of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why **phonics** should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school' (NC Sept '14 p14).
- **comprehension** – 'Good comprehension draws from **linguistic knowledge** (in particular of **vocabulary** and **grammar**) and on **knowledge of the world**. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and **love of reading**, and to gain **knowledge across the curriculum**. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech' (NC Sept '14 p14).

We also try to promote the 'Rights of a Reader', which is displayed in the library (*Reads like a Novel* by D Pennac outlines the ten 'inviolable' rights of the reader).

1. The right not to read.
2. The right to skip pages.
3. The right not to finish a book.
4. The right not to re-read.
5. The right to read anything.
6. The right to 'bovarysme' (to read for the instant satisfaction of our feelings).
7. The right to read anywhere.
8. The right to browse.

9. The right to read out loud.

10. The right to remain silent (not to have to comment on what has been read).

## **Expectations**

Progression of reading will follow the structure identified in the National Curriculum (Sept' 2014). Most children will be expected to be working at (or possibly above) the objectives for their year group.

For some children with SEND or EAL, they may be working below this expectation. Through differentiation, scaffolding, use of ICT and additional support, teachers will ensure these children are able to access the lessons and make progress from their starting points.

## **Assessment**

Children's day-to-day reading will be assessed through observation, questioning and discussion. Teachers and teaching assistants will provide positive and constructive oral or written feedback including advice for further improvement.

Detailed phonic assessment will be carried out for unskilled readers (*see below and the Spelling Policy*).

Written comprehension work will be assessed in accordance with school policy.

Each term children will be given a formal written comprehension test (unless they are an unskilled reader). This will inform teacher assessment.

*(For further guidance, see the Marking and Constructive Feedback Policy and Assessment Policy).*

## **Process of teaching reading**

Whilst we promote reading across the curriculum, we teach reading in a specific sessions. These group and one-to-one sessions (including maths, handwriting etc.) are called **Success for All**.

## **Guided Reading**

All children participate in guided reading sessions. Children are **grouped for reading ability**, although this is always a 'best fit' approach. These groups are under constant review, particularly at the beginning of each new term when children have been reassessed and there may be staff changes. Whilst some children are in a small group (4-8 children), some are in a larger group. On a day when children are not reading with the adult, they complete **directed activities related to texts** (DARTs), which are marked by the group teacher/teaching assistant (*see the Marking and Constructive Feedback Policy*).

When planning guided reading, teachers complete a weekly overview of tasks and use the **Herts for Learning KS2 Guided Reading Toolkit (years 3 to 6)** to record key information.

Guided reading sessions should:

- be planned around an objective/focus, including planned questions (Appendix 1);
- focus on supporting the children in the next step in their learning;
- use real texts (unless preparing for tests);
- include a range of texts, including fiction, non-fiction and poetry;
- be pacy, purposeful and engaging;
- encourage children to explain their thinking.

Guided reading books are stored in the **corridor to the computer suite**. We have attempted to colour code these books to match the reading scheme (see below). However, teacher and teaching assistants will still need to use their judgement when choosing appropriate texts. **Phonic Bugs** (for unskilled readers) are on a **separate bookcase**. Other resources are available on the **teacher drive**.

All adults should keep well organised, labelled files, with annotated plans. These should be easy for someone else to find and follow.

### **One-to-one word reading and writing sessions**

For those children who are not yet at age related expectations for **word reading** (Appendix 2) we provide afternoon sessions one-to-one with a teaching assistant. These sessions focus on children's individual needs and will often build upon the guided reading sessions in the morning. They will incorporate reading, spelling and handwriting (see *the Spelling Policy and the Handwriting Policy*).

These sessions should:

- be planned around exactly what that child needs to move forward (Appendix 3);
- provide constant tailored feedback to the child;
- use a range of strategies (see *Spelling Policy*);
- be pacy, purposeful and engaging;
- build the child's confidence.

Phonic and spelling resources are stored in drawers in the computer suite. This includes individual booklets (and stickers) to record children's progress in reading and spelling.

All adults should keep well organised, labelled files, with notes. These should be easy for someone else to find and follow. These should include a 'Record of one-to-one support' (Appendix 4), which at the end of the term will be copied and filed in teaching assistants individual Continuing Professional Development (CPD) files and in individual children's records.

## **One/Two-to-one comprehension reading sessions**

For those children who are at age related expectations for word reading but are making slow progress in **comprehension** we provide afternoon sessions one/two-to-one with a teaching assistant. These sessions focus on children's individual needs and will often build upon the guided reading sessions in the morning.

These sessions should:

- be planned around exactly what that child needs to move forward (Appendix 3);
- provide constant tailored feedback to the child;
- use a range of strategies (Appendix 5);
- be pacy, purposeful and engaging;
- build the child's confidence.

**Comprehension resources** are stored on the shelves and filing cabinets in the photocopying room.

All adults should keep well organised, labelled files, with notes. These should be easy for someone else to find and follow. These should include a 'Record of one-to-one support' (Appendix 4), which at the end of the term will be copied and filed in teaching assistants individual Continuing Professional Development (CPD) files and in individual children's records.

## **Individual reading in school and at home**

All children have at least one book from the reading scheme and/or a reading book from the school library. We try to hear children read at least once every fortnight in school and change finished reading books as quickly as possible.

The following should be followed in each classroom:

- All children will have a reading record book (blue front and plastic cover) which will be issued at the beginning of the year. Spare reading records are stored in the photocopying room.
- A box should be provided for children to deposit finished reading books (with their reading record). Children are expected to bring their reading book into school every day.
- The reading scheme is in **coloured stages** (Appendix 6). The teaching assistant should keep a class record of each child and the books they have read. This should be in alphabetical order (surname) and should clearly state which colour each child is on currently. The teaching assistant should be aware how often each child's book is being changed.
- In each child's reading record there should be a stapled list of the books in that stage. These are stored in the filing cabinet in the library. Children should place a dot by the book they would like to read next.
- Reading scheme books are stored in the library. They include a range of fiction, non-fiction and poetry. There are also a range of publishers (most are ORT). Where possible, children should alternate between fiction and non-fiction.

- All books must be taken out via the computer system in the library. Each child is allocated a bar code for this purpose (information stored in library filing cabinet). It is important there are no 'codeless' children.
- When a new book is issued, it should be taken out via the computer system. This new book should be recorded in the class reading record and the child's reading record.
- When a reading book is returned, it should be checked to be in good condition and returned via the computer system. The books should be crossed off the list in the child's reading record. Please ensure books are placed back in the correct box.
- A **child does** not need to read every book in a stage. Teaching assistants and teachers should keep a close eye on children's reading and make a professional decision as to when they are ready to move on. It is often demoralising for a child to stay on the same stage for a very long time.
- If a child is not moving up the stages because they are not reading at home, or are not returning their reading book, the class teacher should talk with parent/carers and reiterate the importance of reading.
- For many children it is motivating to alternate between the reading scheme and other library books. This should be encouraged, with guidance. Variety is the spice of life.
- Please note black (the highest colour band) is appropriate for more able readers in Year 6. Therefore, most children will remain 'on the scheme' sometimes throughout their time at our school.
- If a child is a 'free reader, they can choose any book from the school library or read one of their own books from home. It is important this is still monitored and children are given guidance, to ensure they are selecting challenging books and reading a range of genres, including non-fiction.
- The reading record provides some guidance on reading different genres and authors, so children do not get 'stuck in a rut' reading the same author over and over again.

*'Children are made readers on the laps of their parents.'*

Emilie Buchwald

At home children need to:

- be heard to read regularly (a minimum of 3 times a week - however the more the better!);
- discuss the book, talking about the vocabulary, plot and characters (questions are available in the reading record book and in many of the reading books themselves);
- make sure an adult signs (and comments ) in their reading record book;
- read other texts such as the newspaper, a magazine or an e-book.

We are lucky enough to have a number of volunteers who hear children read in the afternoon. When reading in school:

- the class teacher decides who will be heard read;

- a child will read their current reading book to the volunteer. If they have finished it and it has not been changed, they will reread part of the book. They will not go and get a new one with the volunteer.
- volunteers will read in a public area (e.g. the dining room – see volunteer policy);
- volunteers will follow the guidance in this policy (see home reading above);
- volunteers will make notes in a class book, which will be read by the teacher or teaching assistant.

A reading session should be about 10-15 minutes. Remember it is essential children are reading for understanding – it should not be seen as a race to get through the reading scheme!

### **Shared and class reading**

During English lessons, teachers plan **shared reading**. It is often as a pre-cursor to writing (see Writing Policy). It may include whole class reading, group reading, annotating texts and book talk. This is called 'Reading as a Reader' and 'Reading as a Writer'.

Time allowing, there may be a **class novel** or **poetry**, which the teacher reads to the class for a few minutes each day. During this time, children are activity listening to the 'sound' of a text, developing understanding of vocabulary, sentence structure, as well as a love for books.

### **Reading aloud**

There opportunities planned for children to read aloud to a variety of audiences. This could be in guided reading, in English lessons and in class assemblies.

### **Promoting reading**

We promote reading in a variety of ways including through book weeks, special assemblies and competitions. Each class has a motivational reading display in the classroom and an attractive book corner. Some of the books in these areas may be owned by the teacher, who will have their own systems for children reading/borrowing books. Each class has their own computer bar code for taking out books. The books in in book corner will be changed half-termly to reflect topic work and children's interest. The book corner will also include class books with children's published texts.

## **School Library**

At the centre of the school is a purpose built library. This is an attractive environment for children to be able to choose and read books together. At times in the school day, the space will also be used for other purposes.

Children need time and opportunities to learn how to make full use of the library. This will include how to:

- handle books;
- find the books they are looking for;
- search for information efficiently and effectively;
- evaluate the information they find;
- return books for the next reader.

Fiction books are in alphabetical order of the author's surname. Featured authors are on the spinning bookshelves in the centre of the library, as are short stories and quick reads.

Non-fiction books are ordered by the Dewey system (number on spine). Library catalogues are available to help children (and adults) find books.

Poetry, picture books, joke books and specific fiction genres (e.g. myths and legends) have their own sections.

## **Upkeep of the library**

The running of the library on a day-to-day basis is done by volunteer librarians (adults and children) and overseen by the English leader.

The upkeep of the library includes:

- ensuring books are relevant, up-to-date and in good condition;
- adding and removing books from the computer system (see boxes in the library);
- repairing worn out books;
- keeping the library tidy;
- helping children to take out books.

A library communication book is kept in the filing cabinet.

## **Use of the library**

Each class will have regular timetabled access. Volunteers will support children to make appropriate choices and scan their books out on the computer system.

As part of their learning across the curriculum, children should be given the opportunity to select books and use information retrieval skills. They should become confident in using the library to select information and follow routines independently.

The library will also be used as a quiet/safe area by some children or as a room to have a quick chat with a parent/carer.

### **Unreturned books**

If a child does not return a book for over two weeks, the teaching assistant will:

1. remind the child;
2. catch the parent/carer on the playground;
3. call or School Coms the parent/carer;
4. send a letter via the child;
5. post the letter.

If a book is lost, a reminder letter should be generated using the library computer. This will be issued to parent/carers, who will be asked to contribute to the cost of replacing damaged or lost books.

## **Roles and Responsibilities**

### **Governors**

- to ensure that the school shares, implements and monitors this policy.
- to ensure that the policy is reviewed at least every 3 years or more frequently if appropriate.

### **The Headteacher**

- to ensure that the implementation and monitoring of this policy is manageable, consistent and has a positive impact on children's learning.

### **English Leader**

- to ensure the effective implementation of this policy.
- to regularly monitor the implementation and effectiveness of this policy.
- to provide feedback to Governors on the effectiveness of this policy.

### **Teachers and Teaching Assistants**

- to implement this policy and follow the identified guidelines.
- to provide appropriate guidance to children to accelerate their learning.
- to provide workbooks/records for scrutiny as required and to act on any feedback given.

# Appendix 1 – Guided Reading Plan

(Herts for Learning Guided Reading Toolkit KS2. Years 3 to 6; 2016; Page 19)

## Overview of the record sheets

**Year 3 Guided Reading Record**

Learning Objective	Observed	Assessed
<b>Accuracy</b> Use knowledge of letter sounds to identify words in a text Identify words with the same initial sound and recognise words containing them		
<b>Fluency</b> Read aloud with accuracy and automaticity Read with a steady pace and confidence		
<b>Comprehension</b> Identify the main message of a text Identify the main characters and describe their actions		
<b>Analysis</b> Recognise words with different meanings Recognise words with different parts of speech		
<b>Application</b> Apply reading skills to new texts Apply reading skills to new contexts		
<b>Transfer</b> Transfer reading skills to new contexts Transfer reading skills to new contexts		

**Year 3 Guided Reading Record**

Learning Objective	Observed	Assessed
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<b>Comprehension</b> Identify the main message of a text Identify the main characters and describe their actions		
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<b>Application</b> Apply reading skills to new texts Apply reading skills to new contexts		
<b>Transfer</b> Transfer reading skills to new contexts Transfer reading skills to new contexts		

**Achieving ARE in guided reading sessions**

**Going deeper in guided reading sessions (and guide to pitch of text)**

**Planning/recording sheet**

**Statements for reading work outside of GR sessions – top section sets out remainder of achieving ARE statements**

**Year 3 Guided Reading Record**

Learning Objective	Observed	Assessed
<b>Accuracy</b> Use knowledge of letter sounds to identify words in a text Identify words with the same initial sound and recognise words containing them		
<b>Fluency</b> Read aloud with accuracy and automaticity Read with a steady pace and confidence		
<b>Comprehension</b> Identify the main message of a text Identify the main characters and describe their actions		
<b>Analysis</b> Recognise words with different meanings Recognise words with different parts of speech		
<b>Application</b> Apply reading skills to new texts Apply reading skills to new contexts		
<b>Transfer</b> Transfer reading skills to new contexts Transfer reading skills to new contexts		

**Year 3 Guided Reading Record**

Learning Objective	Observed	Assessed
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<b>Fluency</b> Read aloud with accuracy and automaticity Read with a steady pace and confidence		
<b>Comprehension</b> Identify the main message of a text Identify the main characters and describe their actions		
<b>Analysis</b> Recognise words with different meanings Recognise words with different parts of speech		
<b>Application</b> Apply reading skills to new texts Apply reading skills to new contexts		
<b>Transfer</b> Transfer reading skills to new contexts Transfer reading skills to new contexts		

## Appendix 2 – Word Reading Objectives

Y1	Y2	Y3 and Y4	Y5 and Y6
<ul style="list-style-type: none"> <li>▪ apply phonic knowledge and skills as the route to decode words</li> <li>▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>▪ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>▪ read other words of more than one syllable that contain taught GPCs</li> <li>▪ read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</li> <li>▪ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>▪ re-read these books to build up their fluency and confidence</li> </ul>	<ul style="list-style-type: none"> <li>▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>▪ read accurately words of two or more syllables that contain the same GPCs as above</li> <li>▪ read words containing common suffixes</li> <li>▪ read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>▪ read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li> <li>▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>▪ re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b>Notes:</b></p>	<ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p><b>(GPC – Grapheme Phoneme Correspondence)</b></p>

**Appendix 3 – One-to-One Plan**

Date	Session 1	Session 2	Session 3

## Appendix 4 – One-to-One Record of Support

<b>Child (class)</b>		<b>Reason for provision</b>	
<b>Expected time</b>		<b>TA leading sessions</b>	
<b>Focus</b>			
<b>If no session, state reason e.g. child ill, TA covered, class trip etc.</b>			
<b>Date – week commencing</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
<b>Entry Step</b>		<b>Exit Step</b>	
<b>Pupil comment</b>			
<b>TA comment</b>			
<b>Class teacher comment</b>			
<b>SLT comment</b>			

## Appendix 5 – Comprehension Strategies

<b>Activating prior knowledge</b>	Activation of prior knowledge can develop children's understanding by helping them to see links between what they already know and new information they are encountering. Here are some ideas for collaborative activities. They will encourage children to bring to the forefront of their minds knowledge that relates to the text they are about to read or are reading.
<b>Prediction</b>	Stopping to predict what a text or part of a text might be about makes readers pay more attention when they begin to read. They need to consider the reasons for their predictions, look for evidence in the text and revise their initial predictions if necessary.
<b>Constructing images</b>	Creating visual images using visualisation, drawing or drama helps children to make links between their prior knowledge and new ideas. These activities will encourage children to go back to the text to check or look for more details, thus deepening their understanding.
<b>Questioning</b>	Skilled questioning will develop children's understanding of texts but the questions need to be carefully thought through and planned. Closed, factual questions test children's ability to recall knowledge but do not encourage them to use inference and deduction or to engage closely with what they have read.
<b>Text structure analysis</b>	Research suggests that readers use their growing knowledge of stories to help them predict and understand what is happening and is likely to happen in new stories. This can also be applied to the structure of non-fiction texts.
<b>Sequencing texts</b>	Children can learn to apply their knowledge about texts and reading when carrying out sequencing activities. The text is jumbled up and then readers are asked to reorder lines of a poem, or paragraphs of a fiction or non-fiction text.
<b>Summarising</b>	Children need to learn how to identify the main idea in a text. Effective summarising involves children in evaluating a text and deciding which elements of it are most significant.

\* Taken from understanding reading comprehension – Primary National Strategy

## Appendix 6 – Coloured Reading Stages

Book Band Colour	Bug Club Set	Link to Phonics Phase	Reading Age	Notes
Pink	Set 1 - 5	Ph 2	4-5 yrs	<p>1. Spelling phases, reading stages, reading ages, BC sets and national curriculum levels are all different!</p> <p>2. Original Oxford Reading Tree colours are not the same as Book Band Colours. However they have now aligned themselves with the national system.</p> <p>3. All children should be reading phonetic books until Stage 6 (with very few exceptions). These include ORT, RR &amp; BC.</p> <p>4. Children must read a range of books – fiction, non-fiction, poetry.</p> <p>5. Children should alternate so they are reading books from the general library as well as the reading scheme. It is <u>not the case</u> that the reading scheme books are easy and the general library books are harder.</p>
Red	Set 6 – 8	Ph 3a		
Yellow	Set 9 – 11	Ph 3b	5-6 yrs	
Blue	Set 12	Ph 4		
Green	Set 13 – 18	Ph 5a	6-7 yrs	
Orange	Set 19 - 27	Ph 5b		
Turquoise	These books are not phonetic.		7-8 yrs	
Purple				
Gold			8-9 yrs	
White				
Lime			9-10 yrs	
Brown				
Grey			10-11 yrs	
Dark Blue				
Deep Red			11-12 yrs	
Black				

## **Appendix 7 – Junior Librarian Job Description**

### **Junior Librarians**

The Library should have 6 junior Librarians from year 5 providing library support for 2 days a week, plus regular meetings with the library leader.

- Supervising the returning of books
- Returning the books to shelves
- Keeping the library tidy