



# READING POLICY

May 2022

|                           |             |                   |
|---------------------------|-------------|-------------------|
| <b>REVIEW DATE:</b>       | May 2023    |                   |
| <b>SIGNED OFF BY:</b>     | C Elliott   | D Johnson         |
| <b>ROLE:</b>              | Headteacher | Chair of Governor |
| <b>LEAD PROFESSIONAL:</b> | K Shepherd  |                   |
| <b>STATUS:</b>            |             |                   |

# Sandal Magna Reading Policy

## Abbreviations within the document:

|             |                                              |
|-------------|----------------------------------------------|
| <b>KS1</b>  | Key Stage 1                                  |
| <b>KS2</b>  | Key Stage 2                                  |
| <b>NFER</b> | National Foundation for Educational Research |

## Introduction

Reading is a complex skill with many components. We firmly believe that reading should be a problem-solving activity that should teach children a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

## Reading for Pleasure

### Our Aims

- Encourage reading for pleasure and enjoyment, regardless of level of difficulty.
- Develop a culture of reading and awareness of wider texts than a child may choose themselves: children see and hear what their peers are reading and recommending.
- Give children who cannot yet read opportunities to act like readers, rehearsing important skills such as holding the book the right way, turning pages and making meaning from picture cues, often using story language to 'read' their own stories.
- Motivate children to read because the text is self-chosen.
- Develop sustained interaction with books and builds reading stamina.
- Challenge children. If books which appear difficult are also being read by children at home, this gives them access to high quality texts beyond their reading age.
- Encourage independence in applying reading skills to personal reading.
- Give access to a favourite genre which may not be available within the child's ability range. Encourage reading a wide range of quality 'real' texts other than reading scheme books.

## Key Stage 1 Organisation

Children in Key Stage 1 are able to read a book that they have selected from the classroom library as part of continuous provision. It may be read in school. Key Stage 1 classrooms have access to the school library or Wakefield Library Service.

## Key Stage 2 Organisation

Children have opportunities in the week to read independently to themselves or others. This includes reading material of their own choice, and may be either from home or school. Classrooms have access to the school library. Books are changed regularly from the school library or Wakefield Library Service. Sometimes children's choice of texts may be seen as being 'too hard' or 'too easy' for their reading ability but these can be valuable as a challenge or for a love of reading. Guidance by adults and book reviews or recommendations by other children raise awareness of specific authors and genres appropriate to age, interest and reading ability.

## Reading Scheme Books

### Our Aims

- Introduce children to progression of sentence length and complexity and range of vocabulary and concepts through scheme books.
- Practise fluency and apply phonics and decoding skills in different contexts.
- Practise reading at home within a progressive framework. As a tool and support for parents to see progress.
- Use independent reading as a one to one teaching and assessment tool: a means of checking an individual's comprehension, decoding skills and use of punctuation when reading aloud individually.

## Organisation for the Whole School

- Oxford Reading Tree and Dandelion books forms the main core of our reading scheme. It includes a wide variety of styles including traditional tales, poetry and non-fiction as well as the 'Magic Key' stories.
- Children in EYFS, KS1 or who are acquiring English are matched with a phonetically decodable book which matches the phonetic code they are being taught in their phonics lesson. They may also have a wider reading book when their teacher judges it is appropriate to practice applying common exception words within a text and other familiar high frequency words.
- A child moves onto the next stage of the scheme when the teacher judges they are fluent and can understand what they are reading across the range of assessment focuses at a particular stage.
- The number of books read in a scheme will vary between children as some will require more consolidation before being ready to move on.
- Children who need consolidation will access a breadth of books in the same stage.
- Children do not need to read all the books in a stage.

## Individual Reading and use of Reading Diaries

### Aims

- Use individual reading and reading diaries as a one to one teaching and assessment tool: a means of checking an individual's comprehension, decoding skills and use of punctuation.
- Practise reading aloud to an audience, using expression, developing confidence. Develop self-correction from hearing what is being read.
- Practise decoding skills.
- Check on appropriate level of reading stage.
- Develop skills needed for proof reading and self-correction of writing by reading aloud taking account of punctuation.
- Develop deeper engagement with and comprehension of the text through questioning and discussion.
- Provide a means of communication between home and school via reading diaries.
- School comments can guide parents in what to listen for and focus on.
- Parent's comments can provide useful information about how a child applies their reading skills and their response to texts.

### Organisation for the Whole School

- Reading diaries are brought into school and checked by staff: 2-3 times a week in Foundation Stage and KS1 and regularly throughout the week in KS2.
- Children who are working below age related expectations read daily to make accelerated progress.
- Staff check for parent comments about books, reading habits and as a check of how regularly children are reading at home.
- Books are changed when they are finished even if children are struggling with some words. Repeating the same book can lead to demotivation and the possibility of rote learning of the text rather than reading of it. Any specific issues can be addressed within school.
- There is a flexibility where a child can say they have read the book but parents have not signed the reading diary. This is left to staff judgement based on knowing the child and/or checking their recall of the book.
- Children are given breadth within the same level until the teacher judges they are ready to move to the next level.
- Staff maintain record systems to keep an overview of how often children are reading at home in order to support and encourage those who may not be reading widely.
- In Foundation Stage, children begin with practising letter sounds at home with their parent's then pupil's move onto learning High Frequency words in Letters and Sounds. After this stage, children progress to reading captions from Letters and Sounds and once they can read and understand the sentences, move onto reading band books.

- In Foundation and KS1, staff maintain records to give an overview of which books and how many a child has read within a stage.
- In KS2, the choice of books within the stage can be led by the child's interest across the breadth of scheme. Children are given more responsibility for changing their own book and readily recognise which ones they have already read. Children inform the teacher before changing their book.

## Reading Volunteers

### Our Aims

- Provide a different audience for a child to read to.
- Deliver additional reading practice especially for those children who do not read regularly at home, are struggling readers or those who are at the early stages of reading/ decoding.
- Offer another source of praise, encouragement and support to develop children's confidence and skills.

### Organisation for the Whole School

- Reading volunteers work under the direction of the class teacher and may be asked to work in different ways dependent on what they are comfortable with and the reading abilities of the children they listen to.
- Support children with decoding strategies and also in asking questions to develop comprehension.
- Comment and sign in reading diaries as a record for home and school as to what has been read.
- Are given support in knowing appropriate strategies, comments and any other relevant information.

## Reading Lessons

### Our Aims

- Provide quality teaching time and is the main way reading is taught in school.
- Enable the adult to plan further teaching and learning through assessing individual children's responses and reading strategies e.g. their expression, responses to characters actions and plot, use of story language, decoding strategies, knowledge of technical terms and vocabulary.
- Allow lots of children to be heard reading in a short space of time span compared to the time that would be needed listening to 'individual reading'.
- Teach comprehension and understanding and enables application of decoding skills to new contexts.

## Organisation for the Whole School Foundation Stage

- Reading lessons take place on a small group basis.
- Early books skills are covered.
- Takes place daily in story time and focused writing activities.
- Reading Club with parents
- Outdoor provision includes daily reading opportunities in The Reading House for a small group to explore book conventions and develop comprehension skills.
- Individual sessions once a week or more, when needed

## Key Stage 1

- Takes place for each group weekly for 15 -20 minutes.
- Reading Club with parents
- Whole class sessions take place towards the end of Year 2 so the children are used to the style of teaching for Year 3.
- Assessment focuses guide the session with appropriate aspects of the texts being used to facilitate coverage of all AF's over time rather than planning specific AF's and finding a book to match.

## Key Stage 2

- May take place in groups or as a whole class teaching session.
- Use whole texts or when appropriate a text extract.
- Children read a paragraph to themselves, think about or find answers to the questions linked to the text, and talk partner discussion involves everyone thinking and responding.
- Children learn to analyse the focus of different questions which match SATs question types and help recognition of these.
- Follow a sequence of lessons over the week: when introduced to a texts of unpicking vocabulary within the text, then move onto applying inference skills, practicing retrieval questions and then at the end of the week applying all skills.

## The Key Features of an Effective Reading Lesson are:

- Incorporate Reading VIPERS so the children have a clear understanding of what skill/s they are acquiring
- **Vocabulary** – finding the word meaning from the context and authors choice of vocabulary

- **Inference** – read between the lines; reasoned opinion based on prior knowledge, clues throughout the text, for examples by ‘stepping into the characters shoes’, exploration of point of view
  - **Prediction** – predict what may happen from the details stated or implied
  - **Explain** – how the content of the text is related and contributes to the meaning, how it is enhanced through language choice, how information contributes to the experience of the reader and how themes and patterns are developed across the text
  - **Retrieve** – ‘grab it from the text’
  - **Summarise** – the main ideas from more than one paragraph
- 
- The teacher modelling reading aloud visualisation of what is/ has been read
  - Questioning about what has been read/ visualised to engage thinking and children’s own questioning
  - The teacher will use the SSIF project vocabulary and techniques when appropriate referencing back to the text – ‘if in doubt the text holds the answer’
  - Children quoting from or directly referring to the text to evidence their answers
  - Giving time: for thinking and response, exploration of ideas, decoding strategies to be applied
  - Use of strategies to actively engage and involve all children e.g. thinking partners response, role play/ hot seating drama to explore vocabulary, demonstrate understanding of characters, respond to the text
  - Constantly checking all children’s understanding
  - Children re-reading to establish fluency
  - Children applying decoding strategies whilst reading independently
  - Using and identifying technical vocabulary to expand understanding and knowledge e.g. synonyms
  - Making reference to previous learning
  - Identifying links across the curriculum and to wider reading and writing skills use of varied questions
  - Opinion - reasoning and using evidence from the text to justify a viewpoint (uses deduction and inference), exploration of different points of view
  - Layout – recognising features of a text for example why headings and subtitles have been used
  - Use of language – effects created by the author’s choice of language
  - Children applying their understanding by asking their own questions.

## Comprehension Work

### Our Aims

- Develop skills in both listening comprehension and reading comprehension.
- Learn vocabulary, use background knowledge, make inferences and build up meaning. It helps readers to get the full message from the text, making reading enjoyable and meaningful for them.
- Provide additional focused teaching of skills in addition to the key approach for teaching comprehension through guided reading group sessions.

## Organisation for the Whole School

### Foundation Stage

In the Foundation Stage, comprehension activities take place daily and orally during story time or focused group activities.

### Key Stage 1

Most children at the beginning of Year 1 complete tasks orally. Once the children in KS1 are able to record their ideas, they complete written tasks weekly and for homework. However, comprehension questions do take part in the normal school day during guided reading and story time. In Year 2, children complete formal reading comprehensions during guided reading sessions.

### Key Stage 2

Comprehension activities take place in reading lessons but they must be purposeful to learning rather than a paper filling activity.

When completing comprehension activities in reading sessions, teachers include:

- A wide range of questions types (See 'Features of effective Reading session')
- We use the vocabulary and structure of reading VIPERS during these sessions
- An opportunity to reinforce in discussing own writing to highlight style and impact of language choices
- They read the text, talk, record as a guided reading session, practise ways to phrase answers, show different answers as there is no one right answer.
- Use a variety of written or oral activities.

## Assessment of Reading

### Our Aims

- Enable tracking of progress.
- Identify what has been achieved in order to recognise the next steps in learning.



## Organisation for the Whole School Foundation Stage

Assessment of reading in Foundation Stage is constant throughout the term and staff use Target Tracker to record which objectives a child has achieved from the Early Years Foundation Stage Profile. Teachers use photographs and focused observations to help support formative assessments.

## Key Stage 1 and 2

Assessment takes place through a variety of strategies and is carried out using a range of texts, not just reading scheme books. It can include continuing with a class guided book from an earlier session. Assessment includes relevant comments and responses made by a child.

- Reading is assessed termly on Insight.
- Termly tests to help inform teacher judgements using NFER.
- Termly Pupil Progress meetings enable staff to constantly monitor and evaluate groups of children.
- It also ensures teachers have a clear picture of progress in their class.
- We assess children's reading books using running records to ensure it is matched correctly.
- Children are also assessed termly using 'Ransinski's Fluency rubric' to develop children's fluency.

## Potential Evidence Sources

Different types of observation-based evidence can be found in:

- Discussions with children e.g. based upon book choice, learning conversations/ one to one
- Interviews. Class debate.
- Talk partner discussions.
- Individual reading.
- Whole class reading.
- Guided reading.
- Classroom observations.
- Drama work requiring interpretation and comprehension such as hot seating a character.
- Home reading feedback.
- Responses to key questions.

Possible recorded evidence includes:

- Book reviews and journals.
- Individual reading records.
- Guided reading records.
- Videos of the children reading aloud.
- Running records.
- Reading intervention notes/ discussions with teacher.
- Reading age tests.
- Post it note observations.
- Task or test outcomes.
- Written comprehension activities.
- Reading from other curriculum areas.
- Oral or written responses based on skimming, re-phrasing, research from one or more sources.