

ULEY C OF E PRIMARY SCHOOL



READING POLICY

Our School Vision

Live – Learn – Flourish

- ✿ Live: at home, in school, and in our local community
- ✿ Learn: about self, others, and our ever-changing world
- ✿ Flourish: be the best we can be in all that we do

Our School Mission

- ✿ We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
- ✿ We create an environment that has the right balance of challenge and support
- ✿ We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
- ✿ We apply our core Christian Values of Trust, Friendship, Compassion and Wisdom in all that we do
- ✿ We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
- ✿ We strive to ensure that all flourish within a moral framework built on Christian values

ETHOS STATEMENT

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

“I opened a book and in I strode.
Now nobody can find me.
I've left my chair, my house, my road,
My town and my world behind me.
I'm wearing the cloak, I've slipped on the ring,
I've swallowed the magic potion.
I've fought with a dragon, dined with a king
And dived in a bottomless ocean.
I opened a book and made some friends.
I shared their tears and laughter
And followed their road with its bumps and bends
To the happily ever after.
I finished my book and out I came.
The cloak can no longer hide me.
My chair and my house are just the same,
But I have a book inside me.”
Julia Donaldson

There is a whole school approach to the teaching of reading. A wide range of reading strategies will be taught throughout all classes that reflect the requirements of the National Curriculum and EYFS Development Matters programme.

As a school we are committed to:

- developing a love of books and reading.
- ensuring pupils make progress in their reading skills including decoding, accuracy, fluency, understanding and response to texts.
- ensuring children are aware of their own progress and development as a reader
- ensuring children are able to use a variety of different texts e.g. fiction, non-fiction, poetry, reports and understand their purpose
- creating a positive reading culture where children enjoy reading, want to read regularly and discuss their reading.
- encouraging reading outside the classroom through forging strong links with home.
- developing children's experiences through a variety of texts including use of libraries, ICT and other available media.
- teaching children to apply the skills they learn in reading across the curriculum.

The role of the teacher is:

- To foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- To follow the school's English policies with the aim of helping pupils to become independent readers;
- To ensure that children read books of an appropriate level of challenge;
- To provide regular opportunities for children to read for pleasure;
- To promote regular use of the school library;

- To model the value and enjoyment of reading through whole class reading of a shared text;
- To model the act of reading through shared reading;
- To provide focused support through guided reading;
- To assess the pupil's progress as a reader and provide explicit guidance for their development;
- To create a supportive environment for reading;
- To encourage children to read regularly at home;
- To provide a range of varied reading material in book corners.

Teaching Reading

Phonics

Phonics teaching must be consistent, well-structured, fast paced and multi-sensory. All children will be taught skills from Jolly Phonics with some additions from Letters and Sounds, in dedicated phonics lessons. Children will be grouped according to which phase they are working in. Those children who have not completed all six phases of Letters and Sounds by the end of Key Stage 1 will be taught phonics in Key Stage 2. Assessments will take place every term in order to track progress, identify children who need further support and identify gaps in learning for specific groups or cohorts of children. This information will be used to inform phonics groups.

Guided Reading

During a normal week in school all children will be heard read once a week as part of a guided reading session. Guided reading with children is at an instructional level, which means the children will be able to read the at a 90-94% accuracy. Children will be assessed against objectives (See Guided Reading Planning Sheets.) This will be used to help inform assessment of children on Classroom Monitor. All Guided Reading sessions will be recorded in children's reading diaries with a stamp/ written 'Guided Reading', the date, the book and adult's initials. Where appropriate in KS2 children may write the date, book title and guided reading for the teacher to initial. Guided Reading will form part of a carousel of activities.

Other guided reading activities may include:

Role play/ imaginative play activities
 Reading for enjoyment/ paired reading
 Handwriting
 SPaG tasks
 Comprehension/ guided reading response
 Spelling/ phonic games
 Reading/ spelling/ phonics using computers or ipads
 Discussion/ thanks

All activities should have a clear learning outcome for children. Children will be made aware of their progress and how they can improve their reading during these sessions.

Shared Reading

This takes place during English sessions and is therefore included within English plans. This includes big books or texts displayed on the Interactive Whiteboard. During this time specific reading skills or features of genre will be taught and modelled. This is an opportunity to discuss the use of language and widen the children's vocabulary.

Individual Reading

In Foundation Stage and Key Stage 1 all children will be read with individually, once a week, by an adult in school, even if they are free readers. Targeted children will be read with at least twice a week. In Foundation Stage and Key Stage 1 high frequency words are sent home for additional practise. All comments will be written in purple.

In Lower Key Stage 2 children still on book bands will be read with individually by an adult in school at least once per week. Teachers will check reading journals to keep track of reading and check children's choice of book is at an appropriate level of challenge. Teachers will provide appropriate extra support for free readers working below year group expectations.

In Upper Key Stage 2 Teachers will check reading journals at least once per week to keep track of reading and check children's choice of book is at an appropriate level of challenge. Teachers will provide appropriate extra support for free readers working below year group expectations.

Adults in school will comment in children's Reading Record when they have read with a child individually. At least once a week these comments will outline the next steps for learning.

Individual reading books that are sent home are easy enough for independent reading. A child should be able to read these books at a 95-100% accuracy level.

See appendix 1 for information about Book Bands in school.

Reading Records

The Reading Record is used as a liaison between parents and teachers. In Foundation Stage, Key Stage 1 and Lower Key Stage 2 parents are expected to listen to their child read, discuss the book and write a comment each time they read with their child.

In Upper Key Stage 2 parents are expected to discuss their child's reading book with them and sign the reading journal on a weekly basis. Where children are not working at expected levels in Upper Key Stage 2 parents are expected to continue listening to their child read and commenting in the reading journal.

All children must bring their reading book and record to school **every day**. At **least once every two weeks**, teachers must read with all children, whether in an individual or guided read and children must have a next step comment in their reading diary. Next step

comments can be written by any adult in school. All comments written in school must be in purple pen.

Across the Curriculum

Reading is accessed throughout the curriculum often linking Literacy and Topic work or simply by the teacher providing opportunities to read in other subjects, for example; reading recipes in cooking, accessing the internet, bringing books alive through art, music and dance, learning phonic sounds through music and reading stories in the forest and outdoor environment.

Special Educational Needs

Situations may arise in which individuals need to work at a level above or below that of the rest of their peer group, or may need special assistance to accomplish particular tasks. This will become apparent through teachers' use of an on-going observation and assessment or assessment prior to a child coming to our school.

Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are informed of any decisions made. Children with statements and/or My Plans for learning are supported as instructed by their individual statements. It is for class teachers to decide how to best target their support in liaison with the SENCO.

Working in Partnership with Parents

The teaching of reading is greatly helped if there is strong communication and support from parents. The school Reading Record is used to make communication easy. Phonics information meetings are also held to advise parents on the reading strategies used in school and how best to help their child. These are held for Reception and KS1. The Summer Reading Challenge at the local library is supported in school.

Assessment

Children are assessed in line with the schools Assessment Policy using targets to record assessment. Children's phonic knowledge is assessed each half term. Year 1 children are assessed against the Governments standardised Phonics Assessment.

Year 1 and 2 complete SATs assessments in the Summer Term. Years 3 – 5 complete formal assessments 3 times a year.

A Reading Culture

All adults should be good role models for children in modelling both reading aloud and silent reading. Teachers promote a love of reading through story time and the sharing of class novels. Each class will promote reading for example through class libraries, book bags to send home and sharing of favourite books and authors. Reading is celebrated on World Book Day with activities throughout the day and during the week leading up to it for

example visits to the library, dressing up and a reading café. The school is investing in new library facilities for children to use.

'The stories we love best do live in us forever.' JK Rowling

This policy is reviewed every 2 years

APPENDIX 1

WHY BOOK BAND?

Book Banding is a system which is designed to provide children with the enjoyment of choosing books, as in a library, whilst being accessible to their individual reading ability. When a child is learning to read, it is important that they have access to lots of different kinds of books (poetry, fiction and non-fiction) and a wide vocabulary. Many reading schemes have their own core vocabulary and introduce different phonemes (sounds within words) and as a result, teachers have found that children sometimes struggle when they are asked to read something different. Book Banding is a national scheme which grades children's reading books according to the difficulty of the text. The system is designed to help schools grade their reading books across schemes and 'real books'. Children have access to the variety they need whilst still being supported at the right reading level for them.

WHEN WILL MY CHILD MOVE TO THE NEXT COLOUR BAND?

For a child to be an effective reader, they need to not only read the words on the page, but also to understand what they have read. For this to happen, they need to read with 98% accuracy (that is only 2 errors in every 100 words), and must be able to demonstrate secure use of the reading skills that have been taught at each colour band. We will carefully monitor your child's reading and move them on when they have acquired accuracy and the appropriate skills at each Book Band (see below for notes on each band).

HOW ARE THE BOOKS LEVELLED?

All publishers grade their scheme to their specifications but the Book Band system is far broader in its levelling. It is based on careful research in to the kind of words used in each book, the length of the sentences, punctuation, story style or non-fiction format and text size. It also supports a progression of reading strategies.

HOW CAN I HELP MY CHILD AT HOME?

- Read, read and read. Discuss, discuss and discuss! Just 5-10 minutes of reading each day makes such a difference in a child's fluency, word recognition, pace and understanding.
- Reading just before bedtime is often not effective, try reading after your child has had a play and a snack so they begin to understand when work and play/down time are different.

TIPS FOR READING WITH YOUR CHILD

- If your child has a new book, discuss the title and flick through the pages, discussing the illustrations where necessary. If they have already read the book, ask them to tell you what they remember about the story.
- When your child comes to an unfamiliar word:
- Sound out the word and then blend it together
- Chunk the sounds (ch ur ch)
- Look for words within words, e.g. seaside – sea side

- Try reading the full sentence to them, missing the unfamiliar word for them to think about what might make sense
- Use the illustrations for clues
- During reading, give specific praise, e.g. I liked the way you read...
- Try to ask questions that unpick their understanding, e.g. what happened when...? How did the farmer feel when... (and why)?
- Predict what might happen next, modelling your own ideas will develop their own understanding too. Feel free to act out a new ending, use puppets or cuddly toys to retell the story in their own words.
- It is good to read a book more than once in order to consolidate the child's new learning and to develop their pace. The benefits of their confidence when reading a book more fluently is really effective when reading unfamiliar books in the future.

BOOK BAND DESCRIPTORS - what your child should be able to do in the colour they are working in

Lilac Band

These are wordless picture books and help children to develop speaking and listening skills through creating and tell stories.

Pink Band:

- locate title, open front cover, turn pages appropriately;
- understand that left page comes before right;
- understand that we read print from left to right;
- match spoken word to printed word;
- locate familiar word and use to check own reading;
- use the meaning of the text;
- use language patterns (print syntax);
- predict the story line and some vocabulary;
- read a few simple CVC words.

Red Band:

- locate and recall title;
- consolidate secure control of one-to-one matching on a wide range of texts;
- use known words to check and confirm reading;
- solve simple CVC words by blending phonemes from left to right and check for meaning and correct syntax, ie, does it make sense and sound right?
- start to read more rhythmically or use phrasing while maintaining track of text;
- repeat words, phrases or sentences to check, confirm or modify own reading.

Yellow Band:

- follow print with eyes, finger pointing only at points of difficulty;
- take more note of punctuation to support the use of grammar and oral language rhythms;
- cross-check all sources of information more quickly while reading;

- note familiar words and phonemes and use these to help with reading of unknown words;
- search for information in print to predict, confirm or attempt new words while reading;
- notice relationships between one text and another;
- predict in more detail.

Blue Band:

- move through text attending to meaning, print and sentence structure flexibly;
- self-correct more rapidly on the run;
- re-read to enhance phrasing and clarify precise meaning;
- solve new words using print information and understanding of the text to try alternative pronunciations;
- identify constituent parts of unfamiliar words to read correctly;
- manage a greater range of text genre;
- discuss content of the text in a manner which indicates precise meaning.

Green Band:

- read fluently with attention to punctuation;
- solve new words using print detail while attending to meaning and syntax;
- track visually additional lines of print without difficulty;
- discuss and interpret character and plot more fully;
- use contents page and glossary in non-fiction books and locate information.

Orange Band:

- get started on fiction after briefer introductions without relying on illustrations;
- examine non-fiction layout and use the contents page to select which sections of a book to read;
- read longer phrases and more complex sentences;
- attend to a range of punctuation;
- blend phonemes in unfamiliar words more fluently, cross checking with meaning and syntax;
- search for and use familiar syllables within words to read longer words;
- infer meaning from text, check information in text with illustrations, particularly non-fiction, and comment on content;
- begin to use appropriate terminology when discussing different types of text.

Turquoise Band:

- extract meaning from the text while reading with less dependence on illustrations;
- approach different genres with increasing flexibility;
- use punctuation and layout to read with a greater range of expression and control;
- sustain reading through longer sentence structures and paragraphs;
- tackle a higher ratio of more complex words using known vocabulary, phonic knowledge and syllables;
- find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries.

Purple Band:

- look through a variety of texts with growing independence to predict content, layout and story development;
- read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences;
- solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words;
- adapt to fiction, non-fiction or poetic language with growing flexibility;
- take a more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction;
- begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax.

Gold Band:

- look through a variety of books with growing independence to predict content and story development, and make full use of non-fiction layout;
- read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences;
- solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words;
- adapt to fiction, non-fiction and poetic language with growing flexibility;
- take a more conscious account of literary effects used by writers;
- make more conscious use of reading to extend speaking and writing vocabulary and syntax;
- locate and interpret information in non-fiction.

White Band:

- read silently most of the time;
- sustain interest in longer texts, returning to it easily after a break;
- use text more fully as a reference and as a model;
- search for and find information in texts more flexibly.
- notice the spelling of unfamiliar words and relate to known words;
- show increased awareness of vocabulary and precise meaning;
- express reasoned opinions about what is read and compare texts;
- offer and discuss interpretations of text;
- comment on main characters and how they relate to each other;
- suggest alternatives or extensions to events and actions;
- discuss feelings created by stories;
- retelling of stories is balanced and clear.

Lime Band:

- begin to read reflectively and to perceive meanings beyond the literal;
- refer to text to support own ideas;
- distinguish main points from examples; fact from opinion;
- devise key questions and words for searching and use several sources;

- begin to read in different ways for different purposes, e.g. skimming for relevance, scanning for specific details, reflective and recursive reading for fuller comprehension;
- compare/contrast work from more than one source;
- read aloud with expression and intonation taking account of punctuation;
- pupils can refer to text layout and organisation;
- pupils show some awareness of the point of view of the author;
- beginning to sustain narrative and investigative reading.

We hope you find this information useful, if you have any questions, please ask your child's teacher.