

ULEY C OF E PRIMARY SCHOOL



READING POLICY

AUTUMN 2021




They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

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.

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 School Core 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 and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

“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 Early Years Foundation Stage Statutory Framework.

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.

A Reading Culture

How do we prioritise reading?

- Each of our classrooms has a reading corner where pupils can choose to sit comfortably during the day to read a book. Books are rotated regularly by staff to match the class topic and pupils' interests.
- Children have access to comics, magazines and newspapers to extend reading for pleasure
- Puppets/resources are used to encourage reading aloud and re-telling stories.
- Each classroom has a selection of fiction, non-fiction and poetry.
- We endeavour to use books and high quality texts to enrich the learning and provide access to a range of genre.
- We encourage parents/carers/older siblings to read with children at home.
- Reading is celebrated in our school celebration worship.
- We raise the profile of importance of reading by holding reading events throughout the year such as Extreme Reading, Summer Reading Challenge, World Book Day, visits to the library, poetry days, buddy reading, author visits and book fairs.
- Guided reading sessions take place in each class every week to ensure that every pupil is in a group reading session at least once a week. These sessions are 20-30 minutes long. Pupils also complete reading activities such as reading comprehension when other pupils are completing their guided reading.
- In EYFS and KS1 pupils are heard individually to read at least once a week. KS2 pupils who are not reading frequently at home are also heard individually to read at school.
- Daily phonics sessions to support reading.
- Early reading is encouraged by providing pupils with non-worded reading books in the first instance. Once they have developed their phonics and decoding skills they are then moved on to texts that match their phonic ability and are fully decodable.
- Pupils who are learning phonics in EYFS and KS1 take home two books: a phonically decodable reading book and a book banded reading book.
- Pupils on the reading scheme and those who have progressed to 'Free' reading continue to be given support in what books to choose as their individual reading book.
- Pupils have access to our library and are encouraged to take library books home, in addition to their regular reading books. In EYFS and KS1 pupils take a library book home as a book to share for pleasure as part of their reading books.
- Encourage volunteers to hear readers.

How do we promote a love of reading?

- All staff are expert readers, modelling reading skills, discussing texts read with the pupils and sharing their own love of reading.
- Teachers read class stories to promote a love and enjoyment of stories, immersing them in the world of imagination.
- Our learning opportunities incorporate a range of fiction, non-fiction and poetry, to expose pupils to different texts they may enjoy.
- Guided reading sessions allow time for pupils to discuss their reading, helping them to make sense of what they have read.
- Pupils are encouraged to access the library and change books on a regular basis. This is in addition to their reading book from our reading scheme.
- We encourage pupils in each class to share their love of reading e.g. by inviting them to recommend great reads to their peers, organising book swaps taking responsibility for the school library.
- For World Book Day we invite parents to come in and read to the pupils, and staff share their favourite books.
- Children reading to each other and supporting each other to read.

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 continue to 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.

How do we match the pupils' reading books to their phonic ability?

- Pupils are assessed daily in phonics as well as half termly. Assessment and knowing the children informs which books match to the pupil's phonic ability.
- Staff in EYFS and KS1 are responsible for changing and or checking the pupil's reading books. Pupils who are learning phonics in EYFS and KS1 take home two books: a phonically decodable book and a book banded book to read and share with an adult.
- We use book banded books throughout the school as a reading scheme.
- We monitor progress in reading and then match their ability to the stage of reading on the scheme. This is done through notes from guided reading and from teachers hearing pupils read individually. Staff monitor and check that these books are changed regularly.

- Staff will move them onto the next stage when they are confident they have mastered the skills of the stage. When pupils are confident readers in KS2 they become 'Free' readers.
- School staff will use their professional judgement as to when pupils in EYFS and KS1 change their books. Children may be asked to re-read the book again with the family with guidance on the areas for focus i.e. using the punctuation when reading, to practise key words or check understand etc.
- Staff monitor the books chosen by 'free readers' to check the books are suitably challenging for them.
- Guided reading books are also selected carefully to challenge and inspire the reading of different groups of pupils in school.

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. This will be used to help inform assessment of children on Classroom Monitor. Guided Reading will form part of a carousel of activities or may be taught as a whole class.

Other guided reading activities may include:

Role play/ imaginative play activities
 Reading for enjoyment/ paired reading
 Handwriting
 Spelling, Punctuation and Grammar tasks
 Comprehension/ guided reading response
 Spelling/phonic games
 Reading/ spelling/ phonics using computers or iPad
 Discussions

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 print, texts 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 as well as phonic practise.

In Lower Key Stage 2 children still on book bands will be read with individually by an adult s frequently as possible and depending on the child's needs. 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.

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**. Teachers and school staff 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.

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 EHCPs and/or My Plans for learning are supported as instructed by their individual targets. 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 style assessments in the Summer Term. Years 3 – 5 complete formal assessments 3 times a year.

How do we make sure pupils make progress?

- Phonics is taught following the Letters and Sounds progression of sounds to ensure a systematic approach. Phonics lessons follow the same sequence of teach, practise, revise, review and apply. Planning includes assessment for the graphemes taught. Phonics is assessed half termly to identify gaps in learning to inform future planning and intervention.
- Each class has four dedicated 20-30-minute guided reading sessions per week. Each pupil has at least one guided reading session per week. The sessions are well-structured and provide opportunity for pupils to read independently, as part of a group which is adult led and to develop comprehension skills.
- The school supports pupils to be expert readers by developing the key skills of clarifying, questioning, explaining, retrieval, summarising and predicting.

-**Clarifying:** understanding and explaining what we have read including new vocabulary

-**Questioning:** ensuring we understand and checking others do too.

-**Explaining:** developing an understanding of inference and deduction

-**Retrieval:** using and finding evidence in the text.

-**Summarising and sequencing:** identifying the main points of the text by recapping prior reading, scanning and using key words.

-**Predicting:** Using the knowledge of what we have read to make predictions about forthcoming events or actions in a story

- There is a clear progression of reading skills from Reception to Year 6 against which pupils' progress is measured and gaps are noted and acted on.
- Pupils who are struggling with decoding skills (preventing them from accessing reading material) have targeted interventions or are part of a smaller reading group.
- Pupils who need further opportunity to practise reading because they do not read at home, are given priority to read to an adult in school. Class teachers ensure volunteers, who come into school to hear readers, are trained to support reading appropriately.
- Staff have pupil progress meetings and school staff speak to pupils to find out about their reading.
- We assist parents with supporting reading by providing parents meetings, reading information meetings, information on the website and letters home.

'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.

Questions to ask before you read

- •Can you look at the pictures and predict what you think will happen in this book?
- •What makes you think that?
- •What characters do you think might be in our story?
- •Do you think there will be a problem in this story? Why or why not?
- •Does the topic/story relate to you or your family? How?

Questions to ask during the reading

- •What do you think will happen next?
- •What can you tell me about the story so far?
- •Can you predict how the story will end?

- •Why do you think the character did _____?
- •What would you have done if you were the character?
- •How would you have felt if you were the character? (use different characters)
- •As I read _____, it made me picture _____ in my head. What pictures do you see in your head?
- •As you read, what are you wondering about?
- •Can you put what you've just read in your own words?

Questions to ask after reading

- •Can you remember the title?
- •In your opinion, was it a good title for this book? Why or why not?
- •Were your predictions about the story correct?
- •If there was a problem, did it get solved?
- •What happened because of the problem?
- •Why do you think the author wrote this book?
- •What is the most important point the author is trying to make in his/her writing?
- •What was your favourite part of the story?
- •If you could change one thing in the story, what would it be?
- •Can you retell the story in order?
- •If you were _____, how would you have felt?
- •What is the most interesting situation in the story?
- •Is there a character in the story like you? How are you alike?
- •Why did you like this book?

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.

Policy review
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Autumn 2021