

# Learn the Long Wittenham



Way...

**Be PROUD**

**Be COURAGEOUS!**



*"...Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go." Joshua 1:9*

## Long Wittenham C of E (C) Primary School Reading Policy

Adopted:	February 2018	Reviewed:	February 2020
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# Reading at Long Wittenham Primary School

Here at Long Wittenham Primary School, we have a thirst for reading and fully recognise the intrinsic role it plays within our approach to teaching and learning. A huge emphasis is therefore placed on reading at every possible opportunity, whether the pupils are at home or in school. It is our aim to develop and create passionate readers for life.

As soon as a child enters school, they have to read constantly, whether it is following instructions in class, reading the notes on an activity, taking part in reading sessions, silent reading, or sharing stories with other adults and children, not to mention the importance of reading across *all* subjects in school. Research shows that reading is vital in the development of the imagination and vocabulary range of children from a very early age. It is for these very reasons that we place such a huge emphasis on reading as a whole.

We are very proud of our relationship with parents and seek to encourage a positive home-school reading partnership. This is promoted via Book, Biscuit and Brew events held every term and invitations to parents to come and read with their children at set times during the school week.

Because reading is such an integral part of our teaching and learning, we ensure that the topics we plan are both stimulating and engaging so that they capture the interests of all children and inspire them to learn as much as possible. In doing so, we ensure that our whole class reading is topic linked and adds to the theme for the term.

## **Our Expectations and Commitment to Reading**

Every child in school is expected to read at home 5 times per week. They each have a yellow reading record book that needs to be annotated each time they read. In school, they also get the opportunity to read each and every day, across all subjects. At these times, the records kept by the class teacher will be annotated, not always the yellow books for home. We are very lucky to have parent volunteers who come in to read with individual children.

Reading comes in many guises:

- Reading to the child/children
- Telling them stories – this builds their imagination and vocabulary
- Getting an older/younger sibling to read with them – this encourages reading for pleasure
- Reading instructions on/in a game – this develops their exposure to different text types
- Reading a comic, a magazine or an appropriate newspaper
- Reading to, or being read to by, another family member/friend

Don't forget also that it is not vital that children only read stories. In fact, they should be encouraged to read as many different text types as possible.

At times, children can become reluctant readers. In these cases, it is important that this is discussed between their class teacher and parents in order to find ways of encouraging them without placing huge pressure on them to read. We are committed to doing all we can in school to support our parents and children.

### **Foundation Stage and Key Stage 1**

Children in Foundation and Key Stage One follow the Oxford Reading Tree scheme. The books provide a variety of Fiction, Non-Fiction and Poetry texts for the children to enjoy. The teaching of reading can be broken down into 'Word Reading' and 'Comprehension'. Word reading is initially taught through phonics (Grapheme-Phoneme Correspondence) and follows the scheme: 'Letters and Sounds'. Systematic phonics lessons are taught daily in the Foundation Stage, Year 1 and Year 2 if necessary. This underpins the teaching of early reading. In Year 2 when the children are secure in phonics, they follow the No Nonsense Spelling programme which allows them to learn new spelling rules and patterns. They will then move on to more challenging texts.

### **Key Stage 2**

In Key Stage 2, a greater emphasis is placed on reading comprehension skills, such as inference, prediction, deduction and information retrieval. Children in Key Stage Two follow the No Nonsense Spelling Programme to help them secure their knowledge of spelling rules and patterns. Across all stages, pupils' vocabulary, awareness of grammar and enjoyment will be developed by having an extensive experience of listening to, sharing and discussing a wide range of high-quality texts with the teacher, other adults and each other. These concepts will be covered daily by: reading to children; listening to children read; guided reading, independent reading, and will take place throughout the whole school.

At Long Wittenham Primary School, we recognise the strong links between support at home and success in reading and seek to encourage a positive home-school reading partnership. This is promoted via Book, Biscuit and Brew events held every term and invitations to parents to come and read with their children at set times during the school week.

### **The Assessment of Reading**

At the start of every academic year, every child in school has a reading assessment to determine their chronological reading age (The HAST – Helen Arkell Spelling Test). They are then tested 2 more times throughout the year to ensure progression in reading is at least 'good'.

Should a child struggle with reading, they will be identified and placed within an intervention group such as Project Code X to boost them. They are then assessed at entry point and exit point during the intervention programme. Where teachers have concerns, they should discuss them with the SENCo and/or during Pupil Progress Meetings if not before.

In addition to the chronological age tests, the children also carry out NFER assessments to grade their comprehension, inference and deduction skills. These are carried out 3 times a

year. Children in years 2 and 6 will occasionally be given the opportunity to carry out practise SATs reading comprehensions with a view to help prepare them for the assessments in May.

### The Reading Corner

Every class has a reading corner which should be inviting, comfortable and attractive. The area should be tidy and well cared for so that children want to spend time there. A display of topic books relevant to the current topic should be displayed, as well as book reviews for children in Key Stage 2.

### The School Library

The library is a warm and inviting place to share stories, loan books or spend some quiet time with a friend. Miss Griffin looks after the library, along with the year 6 children and care should always be taken to make sure we all look after the stock of books that we have. Books out on loan are recorded to ensure they are returned in a good state.

### Whole Class Guided Reading

Whole Class Guided Reading (WCGR) is an effective, inclusive strategy to allow all children to access a range of texts. Lessons are carefully planned and have a clear learning objective following a RIC (Retrieve, Interpret, Choice) technique. Guided reading should incorporate a whole range of texts across the academic year. The idea is that all children can access the Retrieve question and most can have a good go at the Interpret question. If time allows, children attempt the Choice question before we spend a few minutes going over the answers as a class, with pupils getting the chance to add to their answers with other people's ideas. This means children get the chance to access high-quality answers and write them down.

WCGR should take place at least 3 times per week, led by the class teacher, with 2 follow on tasks on the 4<sup>th</sup> and 5<sup>th</sup> days where the children can work more independently, or with a Teaching Partner. Children should work in mixed ability pairs and all children are encouraged to take part and share their thoughts and ideas with the rest of the class. Sessions should be aimed at providing stimulating and creative opportunities aimed at developing children's depth of knowledge.

WCGR encompasses all of the skills and strategies a pupil will need in order to be able to become a confident reader.

**Retrieve** - This question must be something that *all* children can access and answer. It should be something very clear because this question helps children to realise that a lot of reading questions are obvious - they just have to retrieve it. It might be a number, a colour, something the children have to count, a fact or something they must spot or listen out for.

*Examples: How many birds are in the video? What colour is Juliet's dress? How many ballet shoes are made each year? When does this film get released?*

**Interpret** - This question should require children to use clues from actions or events. The answer should not be obvious in the media but should require some deduction and/or inference. Questions about feelings or reasons behind actions are quite common. With a sensible guess, children should be able to have a good attempt at this question. The RIC logo

for interpret has him holding a key. This is because children have to unlock the answers from the clues given.

*Examples: Why did he go down that road? How is the rabbit feeling? How did they get out?*

**Choice** - This is the hardest question to write. It is important to say that this question should always be about the creator's choice, *not* the choice of a character in the movie. Questions about a character's choice would be Interpret questions because children use clues from actions and events. Think about the creative elements which have been used to have an impact on the observer. The question should encourage children to think about why the creator made that choice so they can transfer this skill to thinking about the author's choice in books.

*Examples: Why did the director use this music? How has the composer made you feel scared? Why did the producers put the information in text instead of spoken word?*

### The Delivery

In our lessons, this is how the RIC starter is delivered.

- Children stick the RIC into their Reading books - this means the questions and potentially the stimulus appear alongside the questions. This is to help them remember the questions while they consider the answers because sometimes there is something else on the board. It also helps parents, staff and Ofsted see what the questions and stimulus were for that activity.
- Children look at, watch, listen to or read the stimulus.
- Children answer the questions - all children are expected to answer the Retrieve and attempt or guess the Interpret question. Children move onto the Choice question if they have time; normally they do.
- Use lolly-sticks or a similar method to hear children's responses to the Retrieve and Interpret questions. Children mark and correct their own answers and we go over a quick explanation if some are confused.
- Children put up their hands or use Talk Partners to offer their response to the Choice question. Ensure you go over different answers in a lot of detail, discussing as a class why they are correct or not. Most of the response time is spent on this. Children mark their own and add to their answers from the responses given. Praise children for writing successful answers. You can also combine answers to write a perfect response and children all write this down.

This takes between ten and twenty minutes to complete in lessons however sometimes, when there is a lot to get from a stimulus, it is understandable to have stand-alone RIC sessions which are longer.

All WCGR should be evident in Big Learning Books.