

# **St Mary's C of E School**

## **Reading Policy**

**November 2015**



Date agreed:

Signed:  
Head teacher

Signed:  
Chair of governors

Date for review:

## Rationale

At St Mary's C of E (VA) Primary School we believe that in the primary years children should acquire skills and attitudes that will ensure that they become life long readers.

Our aims at St. Mary's C of E school are to:

- Provide a secure environment, physically and emotionally, in which all children are offered equal opportunities and are taught to value their own skills and abilities and those of others.
- Teach courtesy, good manners and consideration of others.
- Enable children to communicate effectively with one another and to frame their feelings, emotions and experiences in appropriate language, in order to support moral and spiritual development and engender respect for the personal and religious values of others.
- Encourage pupils to use initiative and to persevere in the face of changing personal circumstances and varied learning outcome
- Provide a broad and balanced curriculum within a variety of learning environments that develop individual potential.
- Build positive relationships with our immediate school community, national and international community and for the school to be a hub of learning in the community

## Aims and objectives for reading

In all areas of learning we aim to provide a challenging and engaging curriculum that develops skills and encourages independent learning. The teaching of reading needs to be viewed as a learning journey of small steps. Success needs to be celebrated along the way to constantly encourage the child and keep both the child and parent/carer engaged and enthusiastic about the most important skill a child needs to learn at primary school; reading.

The teaching of reading falls into two areas; word recognition and language comprehension. Both of these need to be developed to enable a child to both read fluently and understand what he/she has read.

We also want children to see reading as a viable activity for them to do for enjoyment. We aim to instill this enthusiasm and enjoyment of reading for pleasure by giving children opportunities to listen to and read books at home or in free times at school.

By the end of each key stage we aim for *every* pupil to achieve the following 'benchmarks' of progress in reading,

By the end of foundation stage for *all* pupils to:

- Read at least yellow band books
- Read a range of familiar and common words and simple sentences independently
- Blend sounds within words
- Be secure in phase 3 of Letters and Sounds

- Show an understanding of elements of a story such as main character, sequence of events and openings.
- Be interested, motivated and excited about reading.

**By the end of year 1 *all* pupils should be able to:**

- Read at least orange band books
- Read at least 100 words at sight
- Be secure in phase 5 letters and sounds
- Have made 4 points progress during the year in reading.
- Be interested, motivated and excited about reading.
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By the end of KS1 for *all* pupils to be fluent independent readers who understand what they are reading and are developing knowledge about authors. This is shown by the pupil being able to:

- Read at least white band books independently and accurately
- Read at least 200 words at sight.
- Be secure in phase 6 of Letters and Sounds
- Demonstrate understanding of what they have read through written comprehension
- Express opinions about major events in stories, poems and non-fiction texts they have read.
- Demonstrate their enthusiasm and enjoyment of reading

By the end of KS2 for *all* pupils to be enthusiastic and informed readers who are able to read a wide variety of text types fluently and with understanding. This is shown by the pupil:

- Being an established free reader
- Demonstrating an understanding of significant ideas, themes, events and characters in texts using inference and deduction.
- Referring to the text when explaining their views
- Being able to locate information in books and use ideas and information.
- Demonstrate their enthusiasm and enjoyment of reading and knowledge of authors
- Maintain their enthusiasm for reading by enjoying a variety of texts including classic novels, poetry, non - fiction and comic books.
- Having made at least good progress from the end of KS1 to the end of KS2 eg. Expected level at yr 2 to expected level + at end of KS2

**Some pupils will have progressed further by the end of key stage 2 and in addition be able to:**

- Select essential points, use inference and deduction more securely and selectively
- Refer to explicit sections of the texts, sentences, phrases, specific pieces of information to support their views.
- Retrieve and collate information from a range of sources

We are committed to improving attainment for all our children and therefore need all involved with the children, teachers, teaching assistants parents and carers, to have high expectations for all pupils.

We fully understand that the baseline levels of some children entering the school make these aims challenging and we acknowledge the diversity in rates of progress and attainment between children. However we aim high for every child believing it is our responsibility to ensure that all children learn to read.

We expect every child to make good progress each year. If children are below the expected level then we will put in intervention strategies with the aim of accelerating the progress of these children.

We are also committed to providing appropriate support for all pupils with Speech and Language and Literacy needs to ensure that all pupils make good progress with their receptive, expressive language, phonology and reading skills during their time at St Mary's C of E School. We acknowledge the relationship between good spoken language and reading attainment.

We make accurate assessments of children's learning in reading and evaluate and adapt our practice accordingly. All children's progress is assessed accurately, regularly and intervention put in place as soon as poor attainment or progress indicates this is necessary.

We value partnership with parents and see this as an essential and pivotal part of helping a child achieve their full potential in reading.

### **How we teach reading – the first stages**

Children can be ready for learning to read at different stages during the first years in Foundation stage. As a school we are sensitive to the development of each individual child in this stage and are able, through careful planning and organisation, to meet the needs of each individual child.

#### **The First stage - Leading to Reading**

Children start learning to read in their pre-school setting and in their home environment. During this first stage of their education it is important to establish a climate that encourages reading and ensures that children are ready to learn to read. The attitudes the children develop in this stage, the experiences they have in their first foundation class and the partnership established with parents is crucial to their development and achievement in all areas.

## Developing reading readiness in Early Years Foundation Stage Pre School

We promote reading in Early Years by:

- Pre School children borrowing books from the School library.
- Liaising with staff to encourage reading e.g. Book buddies during Reading Week.
- Including Pre School Playgroup in some of our reading activities Children in pre school will also listen to a variety of books, poems, nursery rhymes and songs at least twice a day. These will sometimes be read by adults or in the form of audio books and tapes. Children will be encouraged to join in with the parts of the stories that they know and encouraged to respond to some prompts about what has happened or how they feel about it.
- Story sacks for parents and carers to borrow to share with children
- Encouraging parent and carer to come and share a book with their children within the pre school setting

### **Reception class**

- The children are read to *at least* twice a day. At this time informal teaching of print being meaningful, directionality of books and print and one to one correspondence of spoken word to printed word are modeled.
- By reading to the children and encouraging involvement with books, developing a communal repertoire of known stories allows staff to develop book talk about the story, identifying favourite parts and characters.
- Children will also have the daily opportunity to read independently to an adult to demonstrate their understanding of Phonics.
- When the children have become more secure in the initial stages of their phonic understanding they will begin to take part in guided group reading with the teacher.
- It will be the teacher's job to make sure that the book band level being read is appropriate for the child reading it. It is suggested that texts are re read to gain mastery of the words and understandin.

### **Reading in Year 1**

The children are read with at least 4 times each week, 3 times individually with an adult (Teacher, TA or trained parent volunteer), and once as part of a guided group with the teacher.

All children in Year 1 are involved in daily timetabled reading activities such as:

- Reading individual books and records started with the child and parent. These are given out once parents have attended a 'Learning to Read with phonics' meeting
- Daily systematic Phonics lesson
- Guided and shared reading activities
- Words of the week,
- Words sent home to learn in reading packs.
- Sharing library books and borrowing library books to take home from the Foundation stage library on a weekly basis.
- Story reading to the whole class at least twice a day (once in Key Stage 1).

- It will be the teacher's job to make sure that the book band level being read is appropriate for the child reading it. It is suggested that texts are re read to gain mastery of the words and understanding.

## **Reading in Year 2**

The children are read with at least 3 times each week, twice individually with an adult (Teacher, TA or trained parent volunteer), and once as part of a guided group with the teacher.

All children in Year 2 are involved in daily timetabled reading activities such as:

- Reading individual books and records started with the child and parent. These are given out once parents have attended a 'Learning to Read with phonics' meeting
- Daily systematic Phonics lesson
- Guided and shared reading activities
- Words of the week,
- Words sent home to learn in reading packs.
- Sharing library books and borrowing library books to take home from the Foundation stage library on a weekly basis.
- Story reading to the whole class at least twice a day (once in Key Stage 1).
- It will be the teacher's job to make sure that the book band level being read is appropriate for the child reading it. It is suggested that texts are re read to gain mastery of the words and understanding.

## **Reading In Key Stage 2**

As in Key Stage 1 there will be an opportunity for children to read independently or as part of a guided reading group.

## **Year 3 / 4**

- The children are read with at least 3 times each week, twice individually with an adult (Teacher, TA or trained parent volunteer), and once as part of a guided group with the teacher. Where children have been identified as being below the expected level they will read daily.
- It will be the teacher's job to make sure that the book band level being read is appropriate for the child reading it. It is suggested that texts are re read to gain mastery of the words and understanding.

## **Year 5/6**

- The children are read with at least twice each week, once individually with an adult (Teacher, TA or trained parent volunteer), and once as part of a guided group with the teacher. Where children have been identified as being below the expected level they will read daily.

- It will be the teacher's job to make sure that the book band level being read is appropriate for the child reading it. It is suggested that texts are re read to gain mastery of the words and understanding.

### **How we teach reading – Teaching Phonics**

At St Mary's we put high emphasis on teaching of phonics - it is our main approach to reading.

Every child in Foundation stage, Key stage 1 and some children in key stage 2 have a daily phonics session to learn the basic building blocks of reading and spelling.

Children are taught in class groups with additional sessions delivered by teaching assistants for those children needing further reinforcement of phonics. We have a systematic consistent scheme in place based on Letters and Sounds. We are currently investing in a systematic intervention scheme for children who are not at the expected level (children are tracked on phonics tracking sheets – see appendix).

The structure of a phonics sessions is as follows:

- Revise all sounds, graphemes/phonemes taught so far. This needs to constantly revisit all sounds taught, not just those taught in the previous lesson.
- Teaching of new material
- Practice of new material
- Apply new knowledge i.e. reading or spelling words with new sounds.  
Decoding nonsense words is an essential part of children applying their phonic knowledge and forms part of the phonics sessions.

A strong emphasis is placed on the application of new knowledge and this is taught in a relevant and meaningful context daily. It is important that children have appropriate texts on which they can apply their growing phonic skills. The class teacher further models and reinforces these skills in shared reading and writing activities during the week.

For some children e.g. a child that is 'gifted' at reading or some children on the ASD spectrum a whole word visual 'look and say' approach may be more appropriate to their way of learning than a synthetic phonic approach which relies strongly on aural analysis of language. It is also important to be aware of children with any hearing loss that may affect their ability to learn reading primarily through a synthetic phonics approach.

*Although for many children a strong phonic approach to reading is successful we are aware that for some children this may not be the case and to meet the needs of these learners we need to be prepared to be flexible in our approach.*

It is the responsibility of the class teacher to determine the start point for children in their class by assessing them.

Children are assessed in the first stages by using Letters and Sounds assessment sheets. As they progress teachers base their assessments on children's ability to apply their phonics skills in reading and writing. Class teacher complete phonics tracking sheets each term to

assess children's progress and identify those needing support. At the end of the year a summative record is kept of the phonic stages a child has completed.

Children are awarded certificates for completing each of the letter and sounds phases.

If a child is failing to make progress using our intervention methods then the school will analyse why and adopt a different approach.

It is the class teacher's job to liaise with the people giving intervention in order to monitor the progress of the children and decide if any further action is required.

#### **How we teach reading – Teaching of high frequency common exception words**

Children are introduced to common exception words (those that cannot be sounded out) from the first stages of learning to read. The first word children learn may be a common exception word and not phonically plausible as it is their name!

All staff use the term common exception words (apart from year 1 where they will be referred to as 'tricky words') with children to alert them to fact that these words cannot be sounded out.

In class 1 the children will focus on 2 tricky words each week which will be prominently displayed and referred to during the week.

This approach continues into year 1 (and further if needed) for children that still need a more structured approach to building their sight vocabulary.

All children take home tricky words to learn (see above) the words are organised as in Letters and Sounds. Words to be learnt are printed in bold if the word is a common exception word.

Words are placed in envelopes in Foundation stage and stuck in back of the child's reading record in years 1 and 2.

All children are assessed on their knowledge of high frequency words termly using the high frequency words for the first hundred.

Children are assessed on their sight vocabulary termly as part of Letters and Sounds assessments.

It is important to remember that a child's word recognition is often in advance of their phonic phase (and vice versa) and therefore a separate record of high frequency words is also kept for each child.

Children are awarded certificates for the first 10, 12, 14, 25, 100 **and 200 words that they know,**

Certificates are presented and celebrated in class and whole school assemblies, We believe that it is important to acknowledge these significant steps in a child's reading development and leads to a positive 'can do' culture for all involved with the child.

## How we teach reading – teaching comprehension

The ability to understand written texts is closely linked to the child's spoken linguistic competency. Therefore the skills for reading comprehension can partly be taught before the child is reading texts through questions following texts read to the child and also by using visual literacy images from picture books and films.

Written comprehension and responses to books and texts **must be evident for children in books.**

In all teaching situations **children are made** aware of the type of questions being asked and are developing prompt clues to aid . (See appendix)

Comprehension **must** be taught explicitly, with the teacher modeling the thought processes. This **is particularly important with** inferential comprehension and locating text examples to back up answers and opinions.

To promote open ended discussion the teacher can also use the "Tell me" approach to questioning (see Appendix)

Written reading comprehension sheets for guided reading texts are kept in clear view folders with guided reading books.

Children are also encouraged to write book reviews for the class book areas, display boards, library and web site. Sharing enthusiasm for reading is a key in developing life long readers.

## Cross curricular reading

Reading is used in all areas of the curriculum to gain knowledge and understanding of different subjects. Comprehension and research skills can be developed using any subject and again this provides good opportunity to observe and assess distance learning in reading.

## **How we teach reading – Time allocation**

All classes have a dedicated daily time for teaching reading.

The class is grouped for guided/shared reading groups and the teacher teaches a different group each day. The other groups in the class are engaged in reading related activities with the class teaching assistant available to take a reading group. This may be a second guided group with a teaching assistant, comprehension work from a text previously read in a guided session, individual reading, word level work and games linked to the child's letters and sounds phase or high frequency words, handwriting practice, spelling practice or using the listening centre.

## **How we teach reading – Guided/Shared reading**

### **GUIDED READING**

Teachers have been advised to adopt the following approach for their Guided reading sessions – Guided reading sessions should run on a minimum of four days a week.

Teacher to listen to a group read the text given to them, another group to complete their follow up activity.

Other groups will be completing activities related to their spelling rule set for homework that week, the grammar rule that they have learned that week or a focused handwriting session.

TAs will be deployed as appropriate by the class teacher, this may include running one of the groups or listening to individual readers.

### **WHOLE CLASS READING OPPORTUNITIES**

We strive to give children opportunities to access texts that inspire them that they could not access independently.

Each class has a dedicated read aloud time when they listen to books being read aloud (this can be audio books) use of audio books.

A record of texts be selected to ensure that a variety of genres is covered and to be handed to the next teacher as part of the child's reading journey. These texts are used for developing comprehension skills through careful questioning (see Bloom Taxonomy in appendix) and for encouraging responses to a text.

Teachers encourage the children to think about the different features of language authors use and the effect that they want them to have on the reader. Sometimes teachers set children challenges like using a word of the day from the book to use at home.

## **How we teach reading – a note on other strategies**

At St. Mary's we acknowledge the 'simple' view of reading as stated in the Rose Report (2006). However we also promote working out tricky words from the context (syntactic and semantic cuing) believing this engages the child in applying what they know about how language works to reading. We strongly believe that children with high linguistic competency in oral language; in vocabulary, syntactic and comprehension skills will achieve highly in reading (unless there is a diagnosed reading difficulty such as dyslexia).

### Parent volunteers and reading

Volunteers help with hearing children read. All volunteers are DBS checked and receive both induction into school and specific reading induction.

## **Creating an effective reading environment**

### Overall

The school regularly audits the reading environment in Foundation stage and KS1 and KS2. (see appendix) The outcomes of this form the basis of any future development and improvement areas.

### Class environments

All classrooms must have inviting and comfortable books areas. These areas are often linked to the class topic and our aim is to provide places where children want to go and read.

Each class has a range of books that should be organised broadly in fiction and non-fiction for the class book areas. Two children in every class are allocated the role of class librarians to look after the book corner, however care of books is the responsibility of all children.

The reading areas also include class books made by the children, comics, magazines and have posters to encourage interest in books and authors.

We are aiming for each class to have a listening centre/ipads with head phones and CDs/ebooks to access (some with books) to listen to. Engagement in this activity means children are hearing narrative language, learning about expression. widening their literature base and often listening to texts that they aspire to read. This activity shows the children what can be achieved by writers and 'tunes' their listening to the language patterns of books - they are hearing the writers' talk.

## Developing enthusiasm and enjoyment of reading

At St Mary's C of E school we are committed to ensuring that every child becomes a lifelong reader and we invest in providing activities and resources to ensure that children enjoy and love reading.

We take part in National events, e.g. World Book day, Summer reading challenge and sponsored event such as Read-A- Thon. We plan these each year and aim to make these fun and engaging week to foster increased enthusiasm in books.

Interest in books is fostered also by focusing on an author or illustrator. This can be through a topic based on a set of books, through developing ICT skills by researching author and books on line and providing presentations about authors to the rest of the class and school in assembly.

We also use Penzance Library and take part in activities to promote reading with them. This is done through the completion of the summer reading challenge and our library borrowing initiative (where the number of books borrowed by each class is added up and the trophy is given to the class with the most borrows each term).

## Encouraging Reading for Pleasure:

### Reading Karate Challenge

The Reading Karate Challenge is an exciting initiative to encourage reading for pleasure. Children collect signatures when they read at home or when they listen to a text. They can read or listen to anything they like, comics, books, audio books, bibles, it all counts. When the children have read a certain number of reads they get their first colour band, aiming to finish on black. The boy and girl from each class who have read the most will be the reading karate champions and will have their photo in the library. They will also get a £5 book voucher. Every child who achieves at least one colour will receive a certificate stating the colour they got to.

The colours are:

**White—15 reads**

**Yellow— 30 reads**

**Orange— 45 reads**

**Green— 60 reads**

**Blue—80 reads**

**Purple—100 reads**

**Brown—125 reads**

**Black—150 reads.**

## **How we assess reading**

### Assessment of reading

Reading is assessed through on going daily assessment when the class teachers or teaching assistants are hearing children read or completing a guided reading session. Teachers plan from the broad objectives for each year group for reading (or the most appropriate one) for the child's level of reading development.

Teachers moderate their judgments both within and across year groups each term.

In Foundation stage the teachers assess the children against the Communication, Language and Literacy statements to reflect the child's attainment.

At the end of year 1 (June) all children take the National Statutory Phonics Screening test .

At the end of Key stage 1 and Key stage 2 teachers administer standardised tests to inform teacher assessment.

The results of all these are analysed in depth to ascertain areas for development in our teaching of reading and to inform the focus of curricular targets.

Children are also assessed against termly reading targets, progress towards these is recorded on the grids in the front of the reading record.

All children are set the appropriate aspirational yearly target and progress towards these is monitored rigourously.

Children in classes 1 – 6 will take half termly Rising Stars tests to help make their teacher assessments. The results of these must be analysed by the class teacher and displayed on the monitoring document that accompanies the tests.

### Monitoring and evaluating reading

Reading is monitored in the following way:

- Reading walks to evaluate practise and reading environments
- Data analysis of entries base on teacher assessment into Classroom monitor (these are on going but gathered for analysis on a specific date each term). The senior leadership team uses these to prioritise children for additional support in reading throughout the year.
- Teachers are responsible for ensuring that book band trackers are up to date each half term and show the progress of the children. The English leader and Headteacher are responsible for analysing this and quality assuring by hearing individuals read .

## **Individual Needs and Reading**

The school invests in trained teaching assistant support to ensure all children are given the support they need with developing reading skills.

Any child that has difficulty with reading is noted at an early stage. Action taken may be increased phonic work, or additional work on high frequency words.

In year 1 children are selected for the Early Literacy Support programme based on their Foundation Stage Profile results and performance during the first half term in year 1. All these intervention are additional to the literacy provision in the class room.

#### Reading Recovery based intervention

The school has trained teaching assistants in the Better Reading Partnership a structured intervention approach based on Reading Recovery. Staff are also trained in Fisher Family Trust Wave 3 intervention. With both of these our aim is to identify any child early as we believe in early identification and intervention to narrow the gap, improve and accelerate progress.

#### Phonics based intervention

The School uses Rapid Phonics and RWI one to One Phonics kit to accelerate acquisition of phonics

All these interventions are additional to the literacy provision in the class room. The progress of children receiving any intervention scheme is rigorously monitored by the SENCO and provision is adapted accordingly

#### Identifying dyslexia

The school is accredited with Dyslexic Friendly School Status and has many strategies in place that enable dyslexic children to flourish.

The school screens children for dyslexic using the Early Years Dyslexia Screening Test or the Dyslexic Screening test. Parental permission is always sort for this and a meeting with parents arranged afterwards to discuss the assessment and way forward for the child. The school runs intervention strategies that are effective with children on the dyslexic spectrum.

## EAL and Reading

We have a number of children with additional language needs. We are very aware (and the data shows us) that although these children may well master the de-coding skills of reading their comprehension skills often lag behind these. We give specific support to EAL children with additional TA time to help ensure that the child is understanding what they are reading. When teaching phonic we aim to be informed about the home language to ensure that we can explain to the child any discrepancies between the home language and English (e.g the use of one letter in Turkish for ch and sh)

## Developing Home school links with reading

The school recognises the essential role that the involvement from home and the home environment has on the child achievement and progress in reading.

Each teacher shares reading targets for individual children each term, parents are informed about these at parent consultations and informed of progress at subsequent meeting.

The school holds information meetings for parents about reading each year. These are staged and appropriate to the children's stage of development:

A **Learning to Read with phonics** for children in class 1 and we are planning a

A Reading Workshop to promote enjoyment of reading for children from year 3 upwards

At these meetings a strong emphasis is given to parents to commitment to their child's education by hearing their child read and sharing books with their child. The value of this in both educational and emotional terms is discussed and the unique opportunity of being involved in and contributing to the child's literacy development stated. From this we endeavor to get parents to hear children read daily in Foundation stage and Key stage 1 and to continue this commitment to their child's literacy in Key stage 2 as well.

Our Home school agreement states the responsibilities of parents in helping their child to be ready for learning and commitment to this. All children have either a reading record book or planner where parents/carers are asked to sign if they hear their child read.

Commencing September 2012 we will distribute leaflets to each parent with tips for helping children progress in reading.

The school promotes and takes part in Family Literacy events to help parents develop their understanding of literacy learning and encourages parents to develop their own skills in literacy as well.

### Rewarding achievements

Certificates for learning high frequency words and completing phonic phases are given out regularly.

The school promotes and takes part in the Summer Reading Challenge and the awards for this are given out in assembly. St.Mary's also takes part in Reading challenges throughout the year. E.g. Reading Miles, Readathon

The school also ensures that reading forms part of assemblies to inform children about developments in reading and celebrate the reading at St. Mary's school.

### Resources

Reading resources are organised as follow:

#### Independent Reading

The school 'bands' books into book bands as exemplified in the Book Banding Books. The books are kept outside class 3.

#### Guided reading

The majority of guided reading books are kept outside class 2. A full list of these is on the school server.

#### Library Books and free readers

Once a child is a free reader it is vitally important that the teacher monitors the choice of reading material to ensure it is at an appropriate level for the child and also that the child is reading a range of genres.

The library has books organized into quick reads and longer reads.

#### Listening resources

The school listening resources for reading are kept in each classroom.

#### Equal Opportunities

The school is building up resources to reflect the diversity of our society at all levels of resourcing. Individual , guided reading class library and learning centre stock.

The Senior Leadership team analyse the data in terms of vulnerable groups for attainment and progress and put appropriate action in place.

#### Safe guarding children

We welcome volunteers to help with any reading activities. All volunteers **MUST** be DBS checked.

All volunteers need to be briefed on the expectations of working in the school environment about the health and safety aspects and their responsibility to confidentiality and how they conduct themselves around children. Any volunteer violating the guidelines given will be politely asked to leave.