

St Peter & St Paul Reading Policy 2018-19

Aims

As a school we aim to:

- provide a rich and stimulating reading environment.
- enable children to read with confidence, accuracy, fluency, understanding and enjoyment.
- foster an enthusiasm for and love of reading for life.
- identify accurate levels of attainment in reading for each child.
- develop comprehension skills of retrieval, inference and deduction.

Home Reading

Children take home a banded book of the correct ability level, which they are expected to read to an adult five times a week for approximately . Parents record this in home reading record books with a comment and signature. Class teachers and TAs should check these record books daily to ensure the children have read, this should be recorded on the 'Going for Gold' sheet. All children who have read five times in a week (Friday- Thursday) will receive a sticker and one lucky child will receive a prize in Collective Worship.

Guided Reading - teaching and timetabling

Early Years Foundation Stage

In Reception, daily Guided Reading occurs outside of the main English session and lasts for 20 minutes. Guided Reading happens on a rotational basis with the teacher and TA

Example timetable:

	Group 1	Group 2	Group 3	Group 4
Monday	Teacher	TA	Independent activity - phonic puzzle, cvc words,	Independent activity - reading app on ipads
Tuesday	Independent activity - phonic puzzle, cvc words,	Independent activity - reading app on ipads	Teacher	TA
Wednesday	TA	Teacher	Independent activity	Independent activity -

			- reading app on ipads	phonic puzzle, cvc words,
Thursday	Independent activity - reading app on ipads	Independent activity - phonic puzzle, cvc words,	TA	Teacher
Friday	1:1 reading with struggling children			

During the Autumn term, children will sit with a guided reading book, containing no words, as a group with the adult asking questions on an individual basis. In the Spring term, some children are ready to move onto group shared reading where they will join in the reading of a book while guided and supported and questioned by an adult. By the Summer term, all children will be completing shared reading of a book supported and questioned by an adult.

Key Stage 1

In Year 1 and 2, daily Guided Reading occurs outside of the main English session and lasts for 20 minutes. Guided Reading happens on a rotational basis with the teacher and TA. Each group completes a comprehension activity weekly - this is reviewed with an adult at the start of their next session.

Example timetable:

	Group 1	Group 2	Group 3	Group 4	Group 5
Monday	Teacher	Independent activity	Independent activity -	TA	Independent activity
Tuesday	Independent activity -	Independent activity -	Teacher	Independent activity	TA
Wednesday	TA	Teacher	Independent activity -	Independent activity	Independent activity
Thursday	Independent activity -	Independent activity -	TA	Independent activity	Teacher
Friday	Independent activity	TA	Independent activity	Teacher	Independent activity

Key Stage 2

In Key Stage 2, all classes will have a daily-allocated guided reading slot in the timetable. In these year groups, there will be a whole-class approach to the teaching of reading. In these sessions, there is one learning intention for the whole class based around the same text. The activities are adapted for different abilities so that all children can access the learning intention and be challenged.

Group organisation

All pupils in EYFS and KS1 will be grouped for Guided Reading on the basis of their reading ability. Reading observations and assessments will be used to inform these groupings. Groups should contain up to a maximum of 6 children.

Recording

In KS2, all independent activities will be recorded in yellow A4 lined exercise books. The work will be presented underneath an underlined date and learning intention. This work is to be marked in line with the marking policy.

In KS1, comprehension activities will be stored in individual yellow clip folders organised chronologically (most recent at the front). This work is to be marked in line with the marking policy.

During the Guided Reading, the teacher makes comments on the guided reading record sheet (using the school's proforma) about the child's comprehension and decoding skills. All teachers should have, and maintain, a Guided Reading file containing any guidance, assessments, and planning. These should be made available to any member of the Leadership Team who is undertaking an observation of Guided Reading.

Recording Progress

Teachers will indicate children's progress using the reading record sheet. Records should not be overly time consuming but provide evidence of provision and progress towards the year groups expectations and learning intention. If necessary, teachers should annotate the Guided Reading

Record Sheet to show that the plan has been altered; e.g. a learning intention may be repeated because the majority of the children have struggled.

Teachers set each child a reading target which are informed by observations of reading behaviours, any tests carried out, Guided Reading Record Sheets and completed work in Guided Reading exercise books/folders and identify an area within the level the child is working at which needs improvement.

Assessment and setting Reading Targets

Assessment of progress is crucial to effective learning and progress in reading and it must be the basis for guided reading groups within each class, which will be based upon ability. Teachers track pupils' progress in reading at the end of each half term to ensure that assessment information is up to date (Pupil Asset) by dating and highlighting the objectives sheet which is stuck into the front of children's books/folders. The child's target is circled and each objective is dated twice and then highlighted the third time to show that the objective has been met. Teachers will use formative and summative assessments to inform their judgements. Formal testing happens twice a year (mid-year and at the end of the year). During the summer term, Year 2 and Year 6 will undertake end of key stage assessments. Year 1, 3, 4 and 5 will sit GL reading assessments, which will be used alongside teacher assessment to make a judgement.

Resources

Guided reading texts including fiction, non-fiction, poetry anthologies and play-scripts. These are book banded and levelled. Staff members are responsible for collecting and returning sets of books correctly.

Monitoring and Evaluation

The monitoring of this policy and its implementation will be the responsibility of the Head teacher and English subject leader. The English subject leader will observe the teaching of Guided Reading, in line with the Guided Reading policy. The English subject leader will undertake a planning scrutiny of Guided Reading and give feedback to staff. Reading assessment data will be analysed termly by the SLT to identify both progress and further areas for improvement in order to raise standards. The named Governor responsible for English will

meet regularly with the English subject lead to keep fully informed of recent developments and may, on occasion, be invited to make visits to observe the teaching of Guided Reading.

1:1 Reading

In EYFS, KS1 and LKS2 children should be heard reading on a 1:1 basis at least once per a week. A teacher, TA or a parent helper could hear the children read. Children should be asked comprehension questions based on what they have read and be encouraged to decode words themselves. This should be recorded in their home reading record books.

Library

Children have regular timetabled opportunities to use the school library. Teachers support children in selecting appropriate texts. Children are allowed to borrow books to take home.

Classroom Reading Areas

Each class should have a reading area where children can sit and quietly to enjoy books. This area should be inviting and cosy. There should be books on display, which are changed regularly, with questions to engage the children.