



**Reading Policy**

**Signed on behalf of Governors.....**

**Date.....**

**Review Date: September 2016**

# **Tinsley Meadows Primary School Reading Policy**

## **Philosophy**

### **At Tinsley Meadows Primary School we aim to:**

- Develop a love of reading for every child recognising that reading is the key to independent learning
- Ensure that all children who have been with us since Foundation Stage leave us decoding fluently whilst also reading for meaning and with expression
- Enable all pupils to use a range of cueing strategies
- Systematically track the reading of every child including new arrivals
- Ensure children access top quality children's literature appropriate for their age including a range of literature from other cultures
- Work with parents in partnership to develop children's reading
- Ensure that the school environment encourages children to read and love books
- Aim to ensure that outcomes at the end of Foundation Stage, Key Stage One and Key Stage Two are higher than the national average.

## **Teaching of Reading**

### **Foundation Stage One**

To foster a love of reading children are read to daily whether in a whole nursery group, key worker group or 1:1 with an adult during continuous provision. Children are taught how to handle books carefully and to look at pictures and print. Parents are encouraged to attend story sessions to observe how to share books with their children at home. They are encouraged to use their mother tongue and talk about the pictures with their children. Gifted and talented children, who are ready for reading, are supported by the teacher and shown simple reading strategies through 1:1 support during continuous provision. They are also taught phase 2 phonics when appropriate through practical fun activities to support their reading.

The children and parents also have access to a lending library where they can choose and borrow books daily to share at home. Once a week parents are also invited in to join in a weekly Rhyme Time session where they learn new rhymes that can be shared at home.

### **Foundation Stage Two**

Over a week every child will have two one to one reading sessions with an adult in school. Children whose reading skills are more advanced access Rainbow reading whilst children who are identified as needing more support are listened to daily by an adult.

As part of the Talk for Reading programme children have access to a wide range of books in all areas of provision. Through Talk for Reading the focus is on developing

the children's speaking skills. Therefore children learn stories by heart and can also listen to them using sound buttons and copies of the WAGOLLS.

Communication in Print is used throughout the unit to support children's reading skills and to help them access all areas of provision.

Rhyme Time is continued in FS2 with parents invited on a weekly basis to learn new rhymes that can be shared at home.

## **Year One**

Over a week every child will have two one to one reading sessions with an adult in school. Children who are identified as needing more support access Rainbow reading and are listened to more regularly by an adult as identified on the provision map. From January children on green book band and above will access whole class Reciprocal Reading on a daily basis.

## **Year Two**

Each morning starts at 8.30 with a reciprocal reading session. Four fifteen minute one to one reading sessions then take place during the week.

## **Year Three to Year Five**

Each class follows a daily carousel of activities. This is as follows:

- One session of independent reading with the teaching assistant
- Children run own reciprocal reading session with a book at their level
- A reciprocal reading session with the teacher at their level
- A comprehension ran over two sessions based on the reciprocal reading book with the teacher

## **Year Six**

As part of the Year Six programme reciprocal reading takes place four days a week at 8.30 in order to allow a whole class focus on appropriate concepts. After every four sessions a reading comprehension is given on the text covered. Targeted teaching of strategies needed to answer questions also takes place with this increasing in the spring term leading up to the national SATS tests. Practice papers are also given in the weeks leading up to the test with teaching afterwards to highlight how best the questions should have been answered.

## **Independent Reading**

### **Foundation Stage Two/Key Stage One**

All children work through the book banding colours from pink to brown – these banded books are drawn from a number of schemes/real books in order to provide variety. Suitable books to choose from are available in each year group – monitored by the literacy coordinator. Children complete a reading diary at home and are

encouraged to write about the book they have read or draw and label a picture of the characters. These books are changed daily in the morning with parents. Judgements are made by teachers and teaching assistants about when a child should progress to another level. Every child is PM bench marked as appropriate to ensure that they are working at an instructional level of text. These are recorded using PM benchmarking assessment sheets and kept in the class reading files.

## **Key Stage Two**

All children work through the book banding colours from pink to black – these banded books are drawn from a number of schemes/real books in order to provide variety. Suitable books to choose from are available in each year group – monitored by the literacy coordinator. Notes are made when a child is heard read in a class file with a page for each child showing the book band colour they are on and the objectives they should be working towards. A child is heard read at least once every week by the teaching assistant as part of the reading carousel. Reading volunteers and students are also used to hear children read over and above this basic entitlement. Judgements are made by teachers and teaching assistants about when a child should progress to another level. PM bench marking is available if required to ascertain whether a child is on the correct level. In Year Six a reading club takes place one morning a week where an allocated adult checks up on a child's reading, talks to them about their book, sets targets and listen to the child read if appropriate

## **Phonics at Foundation Stage and Year One into Year Two**

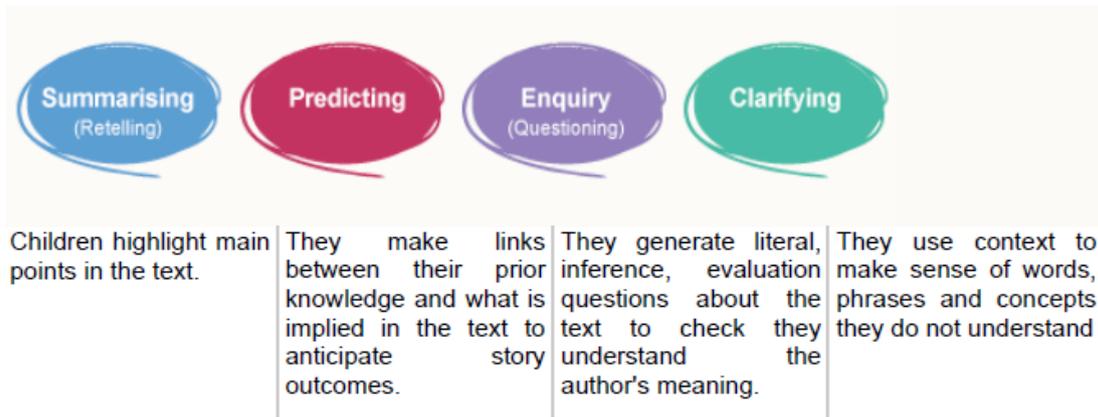
Phonics lessons are taught daily to children using Letters and Sounds. (See phonics policy for further details.)

## **Phonics at Key Stage Two and end of Year Two**

Children are taught phonics if necessary in small withdrawal groups during spelling sessions and these strategies are built on when hearing children read. Extra phonics can also take place at lunchtime if appropriate.

## **Reciprocal and Shared Reading/Development of Author Knowledge at Key Stage One and Key Stage Two**

All children take part in a reciprocal reading session up to five times a week in Years Two to five. (See individual timetables) This is introduced in year one from January. These sessions are based on the following structure:



Reciprocal reading is linked to the development of author knowledge with children. Appropriate books are chosen for the class and all book corners have a 'Dazzle' box in them which children can loan from (monitored by the class teacher) The books have all been chosen from the Power of Reading recommended book list or are well known children's authors.

Where possible reciprocal reading is included in other subjects in order to develop literacy skills across the curriculum.

## ICT/Digital Literacy

All staff across both schools are encouraged to use texts interactively with the whole class. Children are also taught as part of theme work to access web sites and read for research purposes.

## New Arrivals (without English)

In Key Stage One and Two, new arrivals are assessed after two weeks and placed on the appropriate EAL steps level. They are heard read regularly and receive regular phonics instruction which is built on in their reading. Appropriate activities to develop word knowledge are used as appropriate in reading sessions

## Promotion of Whole School Reading Culture

### Reading Incentives

Lower Meadows: Every Friday, a child from each class from Foundation Stage Two to Year Two is awarded star reader at the special mentions assembly where they receive a special pencil and certificate.

Upper Meadows: Each Monday a child from each Key Stage Two class is awarded reader of the week and given a special certificate at the core values assembly – progress rather than books read.

At Upper Meadows, when a child completes ten books the class teacher will record it on a passport and send them to the literacy coordinator who will reward them with a book mark. 30 and 70 books read = a book. 100+ books = a trip to buy a book of their choice at the end of the year. A record will be kept of books given out.

### **Bug Club**

All children from Foundation Stage to Year Six have individual access to the Bug Club website where they can access a range of stimulating e-books which have been allocated by their teacher at the appropriate book band. The children read the text and answer comprehension questions throughout the book linked to the reading assessment foci.

### **Sheffield Children's Book Awards**

Each year we attend these awards with 12 – 15 Year Six children. The children read the recommended longer novels from quality children's authors, discuss them with an adult and vote on their favourite books. A ceremony is attended in November where children meet the authors of the books. During 2015/16 a group of Y4 children will be invited to read the shorter novels and also taken to the ceremony.

### **School Library and Tinsley Library**

The Upper Meadows library has a book stock of approximately 3500 books. It also has a selection of fiction books from the Sheffield school library service which are changed yearly (200 books). The library is open at lunch time and all pupils are members – each class has an allocated day to attend. A selection of dual language and books from other cultures are available. The stock is updated annually.

At Key Stage One, classes visit the Tinsley Library where they are encouraged to read a selection of books which can also be borrowed using their library card.

### **Reading/Book Events**

At Lower Meadows, every class has a display on the author of the book currently being read on display in the classroom. The main reading event at Lower Meadows is World Book day where children and staff dress up as characters from books and books are shared with parents throughout school. A yearly visit also take place from an author. At Upper Meadows a yearly visit from an author takes place and on world book day a sponsored readathon for charity is held.

### **Class Reading Areas**

As well as containing book banded texts for individual reading these also contain a selection of the following to promote a love of/interest in books: author of the half term 'Dazzle' box, comics, graphic novels, poetry books, picture books, dual language books, books from other cultures and a suitable selection of non-fiction books (including ones from the school library service). Staff are required to make these areas attractive and the class author **must** be promoted in a display.

## **School Library Service**

We subscribe to the school library service based at Stadia Technology Park and each teacher is encouraged to loan up to 30 non-fiction for their topics and sets of guided reading books. During 2015/16 the literacy coordinators will be more proactive ordering sets of books for people and arranging for them to be collected by the library van in order to ensure this is fully used.

## **Encouraging Boys to Read**

We are mindful of the necessity to ensure that boys read as regularly as girls. In order to promote reading we offer a range of books suitable for boys in both our independent reading books, in the library and in class book corners e.g. graphic novels, comics, Project X books, thrillers and spy novels.

## **Reading Interventions**

### **Reading Groups**

In Year One, teachers offer a daily reading group to children who would benefit from additional reading and key word recognition. A range of books and games are used to make reading enjoyable.

### **Rainbow Reading**

Rainbow reading is implemented in Key Stage One when needed. Vulnerable children are selected who are reading at below age related expectations except in Foundation where it is used for more advanced children. Pre and post reading ages are taken in order to monitor progress. In Key Stage Two it takes place daily at 12.30 in the sparkle room for 9 children from Years Three to Five – children at below age related expectations but not children who are very new to English.

### **ESCAL Volunteers**

The school is registered with ESCAL who provide us with trained volunteers. We are regularly receiving new ones. These people are allocated to specific year groups to hear a number of children read targeting the more vulnerable readers.

### **One to One Reading Sessions – Years Three to Five**

Each teacher directs their teaching assistant to hear the most vulnerable readers more than once a week and those who aren't heard at home. This should be recorded in a child's reading record

### **Year Six**

From September a booster class is offered after school for all children in reading at the appropriate level. This increases in intensity for some children as SATS approaches.

*All children who receive targeted help are mapped on the school intervention map.*

## **Tracking of Progress**

Each child has an individual tracker which records their progress through the curriculum – during 2015/16 this will move over to being online rather than on a paper tracker. Progress is rerecorded in steps. New arrival children are assessed within two weeks and if appropriate placed on EAL steps levels. The trackers are updated regularly and at least half termly. Appropriate reading targets are set in assertive mentoring meetings and reviewed regularly (see assertive mentoring policy). A child is given a step level at the end of each half term which is recorded on SIMS. In Key Stage Two, we also record a child's reading age at the beginning and end of the year using the NFER group reading test. Staff are also trained, where necessary, in running records and miscue analysis in order to better understand the reading strategies which a child is using.

## **Parental Involvement**

At Foundation Stage and Key Stage One, children have a reading diary where parents can record hearing a child read. If diaries are not regularly returned, class teachers speak to parents about supporting reading at home and when necessary H. Best will arrange a meeting with parents. Regular coffee mornings are held at the infants where support is provided in how to hear a child read and on phonics.

In Key Stage Two, all children have a yellow home reading record where parents should record hearing a child read. If a child is not being heard read at home a letter will be sent asking parents to come and see the class teacher to discuss the situation. Parents are asked to read with their children every day for at least ten to fifteen minutes. A parents' workshop is held yearly to help parents get the most from these sessions. Parents are encouraged to change books in the morning with children within a book band if a child has finished a text. It is the teaching assistants role in each class to ensure this is happening supported by the teacher.

## **Monitoring of Reading by SLT and the Literacy Coordinators**

Each term checks will be made on home school reading records, class reading records and guided reading planning. Children will also be asked to come and read on a regular basis to a member of SLT. Drops in will take place regularly to observe reading sessions – feedback will be given.

## **Training of Staff**

All staff are trained in reciprocal reading when they join the school. Regular drop in during reading sessions are carried out in order to give staff feedback on the running of these sessions. During 2015/15 IRIS will be used to record good practice. As part of professional development staff will also be released from class/use their non-contact time to observe good practice through school.

Policy to be reviewed September 2016