

# Reading Policy



**Signed on behalf of Trustees.....**

**Date.....**

**Review Date: September 2018**

## **Philosophy**

### **At the Five Rivers Academy Trust our schools 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 wide 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.

As part of the **Talk for Reading** initiative children have access to a wide range of books in all areas of provision. Teachers and practitioners in FS1 and FS2 monitor and evaluate practice and provision using the Self-Evaluation Form and Action Plan, which are regularly updated.

### **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 encouraged to read more frequently during the week.

As part of the Talk for Reading initiative 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 printed representations of the WAGOLLS, using story maps or the Communicate in Print programme.

Communication in Print is used throughout the unit to support children's reading skills and to help them access all areas of provision. Learning Stories, featuring the children's own experiences, are available to share as part of continuous provision and can be used to encourage children to think and talk about their learning and experiences. Rhyme Time is continued in FS2 with parents invited into school each week to learn new rhymes that can be shared at home.

In FS1 and FS2, Learning Stories, featuring the children's own experiences, are often shared with the whole class using the interactive whiteboard. The children are encouraged to remember and talk about their stories with their peers. These are also included in the book corner for the children to access independently.

For children at the Lilac or Pink book bands, dialogic reading sessions take place in small groups using either the banded books or other well-liked popular stories at an appropriate level (e.g. 'Dear Zoo', 'Walking Through the Jungle', 'We're Going on a Bear Hunt' etc.). Children who are at the very early stages of reading benefit greatly from dialogic reading strategies, which are used to ignite interest in, and enjoyment of, the stories they share. Open-ended questioning can be used to encourage children to share their own thoughts and ideas to encourage them to relate to similar real-life experiences they may have had and form a bridge between books and the real world (e.g. recalling a trip to the zoo to see some animals similar to those in 'Dear Zoo').

### **Independent Reading in FS and KS1**

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 and are monitored by the English coordinator. Children should access at least three thirty minute independent reading sessions a week where the children are heard read by the teacher or teaching assistant. Each child should be heard read at least once a week. The children who are not being heard read should access Bug Club, Rainbow Reading, phonics games, precision teaching of key words and written comprehensions (only appropriate for children above blue book band).

Running records should also be planned in within these sessions regardless of whether or not is felt that a child needs to move book bands, as this will inform the adults of areas to develop. Records are kept on book band coloured assessment sheets which have specific targets for the children to work

towards. 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. Once the children have completed the book and their activity in response to the book, it is changed daily in the morning with parents. Children who are identified as needing additional support should receive interventions, such as additional 1:1 reading, to ensure they are reading more regularly.

## Independent Reading in KS2

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. There are three sessions of independent reading a week at KS2 during which time the teacher and teaching assistant hear the same children read for a half term. In year six, there is only one session a week of independent reading. Each child should be heard read at least once a week and a chart should be kept at the front of the class reading file to track this. 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. The comments left in the reading folder should relate to the targets appropriate for each book band colour. Staff should also indicate the next steps for a child to work on. Any children who are not heard during these sessions should be targeted during lunchtimes, assembly and class assembly sessions. Reading volunteers and students are also used to hear children read over and above this basic entitlement.

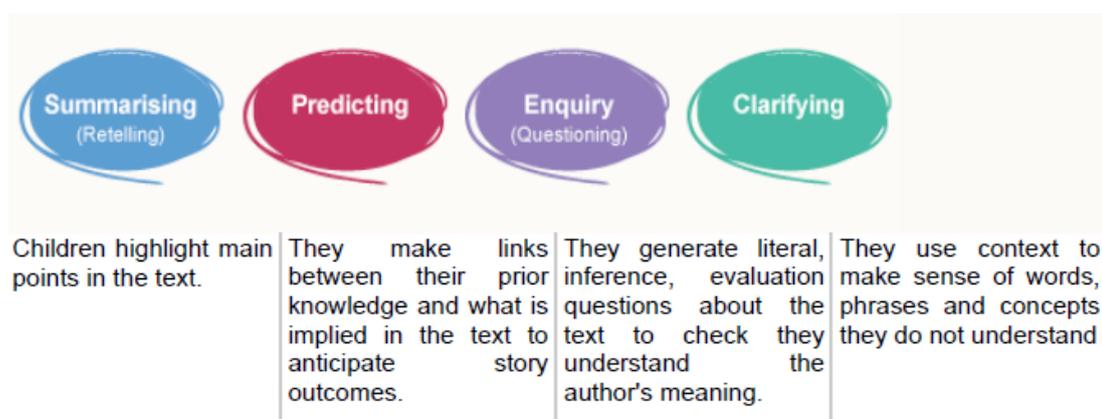
Session 1	Session 2	Session 3
Independent reading with teacher or teaching assistant	Independent reading by themselves (children can complete reading related activities in their red reading journal during this time)	Independent free reading – Children will pick a book at the beginning of the session from a selection of books in the classroom (e.g. newspapers, poetry, story books). These books do not need to correlate with the children's book band. Once the child has picked their book they must continue to read it for the entire session. Teachers should access the School Library Service for a range of books relevant to the interests of their class.

## Reciprocal Reading

Across school, children will take part in three thirty minute reciprocal reading sessions using the class novel. Reciprocal reading begins in the Spring term for children who are reading at an appropriate level (blue book band). Children who are below this level will access rainbow reading, 1:1 reading or Bug Club. It is expected that all children should be able to access whole class reciprocal reading by the beginning of Year Two.

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 English skills across the curriculum.

During the reciprocal reading sessions, the children should focus on small extracts of the text at a time and follow the reciprocal reading structure:



It is important that during these sessions, there is a balance of the children reading independently, in pairs and hearing the teacher read aloud in order to model effective reading with expression and intonation. Where the timetable permits, short slots should be allocated to reading more of the class novel.

In years 3-5, one session a week should be child-led whereby the children run their own reciprocal reading session in mixed ability groups of 4 using the class novel. The teacher should provide the children with reciprocal reading prompts for each stage and indicate the sections that the children need to read – during this time, the teacher and teaching assistant are to act as facilitators. During the other sessions of reciprocal reading, teaching assistants could be deployed to carry out running records or to assess against PM benchmarking.

Session 1	Session 2	Session 3
Whole class reciprocal reading (Teacher led)	Whole class reciprocal reading (Teacher led)	Whole class reciprocal reading (child led on tables)

## Reading Skills

In line with the mastery curriculum, children across both key stages will participate in a weekly reading skills session which focuses on effectively teaching comprehension skills as outlined in the national curriculum. We have decided to move away from the traditional guided reading approach to ensure that the needs of the children are met more effectively and so that different comprehension skills (retrieval, inference, authorial intent etc.) are taught explicitly. We use the Rising Stars Cracking Comprehension resources to expose our pupils to high quality texts and a range of comprehension questions to target age appropriate reading skills as outlined in the National Curriculum. Each Cracking Comprehension unit takes two weeks to cover the teaching text and the practice text.

### Reading Skills at KS1:

At key stage one, the children have two, thirty minute reading skills sessions timetabled each week. These sessions should follow the structure below:

	Session 1	Session 2
Week 1 of a unit	<ul style="list-style-type: none"> <li>- Introduce the teaching text.</li> <li>- Listen to the text and ask the children to complete the listening comprehension questions.</li> <li>- Use the Question Zap, Text Search and Crack It function to model answering some comprehension questions linked to the taught text.</li> </ul>	Children complete the comprehension questions linked to the taught text.
Week 2 of a unit	<ul style="list-style-type: none"> <li>- Introduce the practice text</li> <li>- Read through the practice text as a class using the reciprocal reading approach. Key visuals should be on display to pre-teach any key vocabulary.</li> <li>- Model one of two comprehension questions linked to the practice text (these should be devised by class teachers).</li> </ul>	Children complete the comprehension questions linked to the practice text.

## Reading Skills at KS2:

In key stage two, the children will take part in one sixty minute reading skills session a week using the Cracking Comprehension materials. The following structure should be covered during a two week unit.

Teaching Text	Practice Text
<ul style="list-style-type: none"><li>- Introduce the teaching text.</li><li>- Listen to the text and ask the children to complete the listening comprehension questions.</li><li>- Use the Question Zap, Text Search and Crack It function to model answering some comprehension questions linked to the taught text.</li><li>- Children complete the comprehension questions linked to the taught text.</li></ul>	<ul style="list-style-type: none"><li>- Introduce the practice text</li><li>- Read through the practice text as a class using the reciprocal reading approach. Key visuals should be on display to pre-teach any key vocabulary.</li><li>- Model one of two comprehension questions linked to the practice text (these should be devised by class teachers).</li><li>- Children to complete the comprehension questions linked to the practice text.</li></ul>

All comprehensions are completed in a 'Reading Skills' book and should be marked with scaffolded comments.

When the children are completing comprehension questions during these sessions, it is vital that appropriate differentiation is in place. For example, the lower attainers may be pointed to the paragraph in which they need to search for the answer. Sentence starters should be provided where appropriate to help children answer in full sentences.

## Home Reading

When children finish a reading book, they must complete a reading activity in their reading journal. At key stage two, these activities have been designed around Bloom's Taxonomy to promote higher order thinking skills and are linked to the content domains to ensure that children are familiar with these strands. All reading journal activities should be marked to acknowledge the work that the children have completed. If a suitable activity is completed, the child should be awarded a sticker on their 'Superstar Reader' bookmark. Children should also have a parent/carer sign their yellow reading record at least three times a week to indicate that they have been heard read at home – teachers and teaching assistant to monitor and speak to parents to ensure engagement with this process. Any children who are regularly not heard read at home should be identified for additional 1:1 reading.

## 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 strands.

There are also assessments available on Bug Club which are linked to each book band colour and can be used in addition to running records and benchmarking in order to determine whether a child is ready to move book bands.

### **Reading Incentives**

The children are all given a 'Superstar Reader' bookmark which records the number of books the children have read. In order to get a sticker to put on the Superstar Reader bookmark, the children must complete a quality reading journal activity which demonstrates a good understanding of the book. If a child reads an e-book on Bug Club, this can also be recorded on the Superstar Reader bookmark but the child must have completed a reading journal activity. When a child completes ten books, the class teacher will record it on the bookmark and send them to the English coordinators 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 the books given out.

### **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/Book Events**

The main reading event across the academy trust 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 takes place from an author and children engage in carefully planned reading activities throughout the day. A sponsored readathon also takes place across key stage two in order to raise money for charity.

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

Each year we attend these awards with 30 children from Year Four and Year Six. The children read the recommended short and 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.

### **School Library**

The school library has a book stock of approximately 5000 books and 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. A selection of dual language and books from other cultures are available. The stock is updated annually. Children are given ownership of the library and year five children apply to become school librarians in September – they are overseen by a member of staff in helping to run the library.

### **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.

### **Interventions**

#### **Targeted 1:1 Reading**

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 on the book band coloured assessment sheets.

#### **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 small group room for 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.

#### **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.

## **Assessment**

Each child has an online individual Key Concepts tracker which records their progress through the curriculum. The tracker determines whether a child has mastered the reading objectives against the national curriculum and progress is recorded 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 which is recorded on SIMS termly.

Children will be assessed termly in reading using PIRA (Progress in Reading Assessment) tests which enable teachers to determine whether children are working below, at or above age related expectations. Children must sit the age-related test and teachers can conduct a gap analysis to identify areas which need further teaching.

Staff are also trained in running records and miscue analysis in order to better understand the reading strategies which a child is using. PM benchmarking must also be used in order to determine whether a child is ready to move onto the next book band.

The Cracking Comprehension materials also come with assessments which teachers can use as appropriate; however, these should not be administered as a test. The assessment texts should be read together in Kagan groups or as a class before the children have a go at independently answering the assessment questions.

## **Parental Involvement**

All children have a reading record where parents can record hearing their child read at least three times a week. If reading records are not regularly returned, class teachers should speak to parents about supporting reading at home and when necessary D. Sanderson will arrange a meeting with parents. Regular coffee mornings are held where support is provided in hearing a child read and on phonics strategies. Strategies from the **REAL project (Raising Early Achievement in Literacy)** are shared during regular workshops which aim to promote children and parents engagement in practical and meaningful early English activities, such as recognising environmental print, developing oral language, using books and engaging in early writing to support children's early home learning environment. Parents are invited to one independent reading session a week so that they can come into school and enjoy reading with their child. Parents are also invited to all reading events which take place in school.

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

Each term checks will be made on reading records, reading journals, class reading records and reading skills planning. Children will also be asked to come and read on a regular basis to a member of SLT. Drop ins 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 ins during reading sessions are carried out in order to give staff feedback on the running of these sessions. IRIS is also used to record good practice. As part of their professional development, staff will also be released from class/use their non-contact time to observe good practice through school.