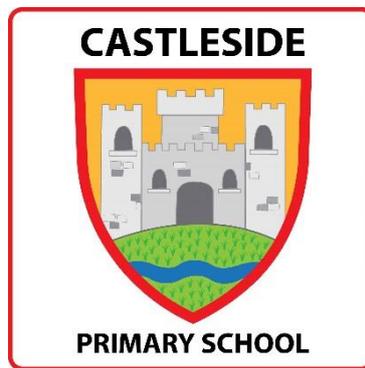


Castleside Primary School



Reading Policy

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Aims

At Castleside Primary School, the aims for reading are that children:

- From their earliest years, have high expectations of books as a source of enjoyment and information;
- Develop a love of books;
- Develop appreciation of individual authors and poets;
- Should be adept in all reading skills so that they become competent readers, able to select and be critical of any reading material, both in and outside of the school;
- Become aware of reading for different purposes;
- Develop higher order reading skills and become skilled at inference;
- Build their own collection of books;
- Use the public library;
- Develop from inexperienced readers who need support to independent readers who can and do read at different levels and for different purposes.

Objectives

At Castleside Primary School, the objectives for reading are that children:

- See a wide selection of books is available for each year group;
- See as many examples of different types of book used by the teacher, from fiction to non-fiction and poetry;
- See role models of adults enjoying books and being active readers;
- Are encouraged to strive towards reading more challenging books;
- Develop the idea that reading is an important part of life and that everyone needs to be able to do so, for many reasons.

Progression

Progression in reading from Year 1 to Year 6 is ensured by following the Durham Progression in English document, based upon the National Curriculum Programmes of Study. In relation to reading, these documents set out year group expectations for the two aspects of reading: word reading and comprehension.

Reading Books

These reading schemes form the basis of our reading structure:

- Oxford Reading Tree (home readers)
- Floppy Phonics
- Project X (guided reading in Reception and Key Stage 1/silent reading in Key Stage 2)
- Collins Big Cat

Other reading books within school are from a variety of schemes and are used to supplement the core schemes where necessary.

The schemes used within school have all been banded to match Accelerated Reader. Prior to this, the books are banded according to phonemes to match the growing phonological awareness of EYFS and Year 1 children.

The School Library

The library houses a collection of both fiction and non-fiction books, and are classified under a simplified Dewey system and are colour coded. Fiction books are banded according to Accelerated Reader.

Classroom Attitudes & Approaches

The classroom should surround children with books and reading materials. There should be an inviting reading corner, decorated thoroughly to be a magical place to read or linked to the class topic.

Discussion of books read should include:

- Talking to individuals about reading;
- Sharing with them the wonder of a book;
- Broadening their understanding of ways to appreciate a book.

Three levels of reading within school:

Shared Reading

Organisation	Text	Teacher's Role	Pupils' Role
Whole Class	<ul style="list-style-type: none"> • Enlarged-usually on screen if annotating; • Reading with the most challenge. Texts slightly beyond most of the class' independent reading level; • Use texts that include features to be taught and practised; • Sessions planned in sequence and may involve re-reading for different purposes. 	<ul style="list-style-type: none"> • Give pupils a reason to read; • Model and demonstrate; • Read with and to the class; • Ask questions at different levels; • Highlight key features/words/phrases etc. 	<ul style="list-style-type: none"> • Read aloud; • Express, justify and explain views; • Analyse; • Make a personal response; • Consider responses of others; • To enjoy reading and listening to stories.

Guided Reading – Headstart Scheme/Lexia/matched texts

Organisation	Text	Teacher's Role	Pupils' Role
Pupils grouped by ability (4-6 in group)	<ul style="list-style-type: none"> • A copy for each child; • 90-95% known words (only a limited number of unknowns) 	<ul style="list-style-type: none"> • To preview text; • Set questions; • Encourage pupils to ask questions; • To prompt pupils to return to the text to locate and develop answers; 	<ul style="list-style-type: none"> • Read independently; • Apply strategies from shared reading; • To discuss and explain interpretations; • Ask questions; • To enjoy reading.

		<ul style="list-style-type: none"> • To assess pupils' reading* (see below) 	
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Guided Reading is planned for and takes place outside of the English lesson. Teachers aim to lead a weekly carousel so that each child in class takes part in at least one Guided Reading session with the teacher each week. Each session should last no more than 30 minutes.

Teachers should choose texts thoughtfully to ensure that they properly support the specific objective of the session. These should, in the first instance, come from the Headstart reading comprehension scheme.

Assessing Reading

(in addition to Accelerated Reader, NFER tests and Age-Related Reading Assessment):

- Teachers all are in possession of the County 'Assessing Reading' Pack. This breaks reading down into AF strands;
- The assessment sheet should be annotated with brief notes, initials and dates of ongoing assessment for each child, stored in the reading file;
- Over the course of a term, there should be sufficient evidence to identify a sub-level for each child. This evidence should be backed up by assessing via a standardised reading test from NFER or Headstart;
- Agreed levels are submitted by individual teachers onto the school's tracking system (Target Tracker);
- While Guided Reading is taking place, other children should be encouraged to read independently for a sustained time or complete relevant activities connected to the Guided Reading text. This should include the opportunity to pre-read and post-read. Children should have an ongoing reading book that they should be encouraged to read from start to finish. This must be done in a timely manner in order to access the Accelerated Reader comprehension quizzes fully. Independent reading books are determined by Accelerated Reader screening tests;
- Data generated by Accelerated Reader should inform assessment and interventions;
- Half-termly moderation of assessment judgements and data will occur with all staff.

Independent Reading

Organisation	Text	Teacher's Role	Pupils' Role
Pupils work individually or in pairs	Chosen according to Accelerated Reader assessment or phonological awareness within Floppy Phonics.	To provide the opportunity for independent reading to take place and encourage focus.	<ul style="list-style-type: none"> • To apply strategies Independently; • To enjoy reading.

'One to One' Reading

Children in EYFS and Key Stage 1 are expected to read 1:1 every day with an adult, either at home or in school. Children in Key Stage 2 will read a minimum of three times per week 1:1 with an adult, either at home or in school. Children requiring significant catch-up will read every day with an adult.

Teachers will keep a record sheet in class, detailing who has read each day. Reading Records will be collected at the start of every day to be signed and dated by a TA. Those without their Reading Record in school will be sent a message via Class Dojo. Children who have read at home will be rewarded with positive Dojos.

Reception/Key Stage 1

Children in Reception and KS1 usually follow the 'Letters and Sounds' phased approach to the teaching of phonics.

Children are assessed regularly using the Phonics Screener app and data is collected and analysed. Tailored sheets for each child are generated and set as part of homework tasks. Higher ability children who demonstrate mastery of phonics at an earlier stage can be considered for transfer to the Accelerated Reader programme and assessed accordingly. This, though, depends upon a professional discussion taking place regarding each child's social maturity, as well as phonic and written competencies.

Key Stage 2

Children in KS2 who do not have secure phonic knowledge are continually supported through 1:1 independent reading sessions and regular assessment against 'Letters and Sounds' common words check lists.

Extending Reading Skills

Children should be "active interrogators of text" rather than "passive recipients".

Comprehension is an activity undertaken whenever a child is faced with print in any area of the curriculum. Comprehension must start from the moment a child encounters print (even before they can read). "Reading for meaning" encourages the reader to stop, reflect and question any point in his or her reading.

Reading for Learning

Research and Study Skills

- We should aim to give our children the ability to:
- Assess the relevance of a book and make use of its cover, contents list, index and illustrations;
- Use a dictionary;
- Use an encyclopaedia;
- Use the school's library system;
- Employ varied reading rates/styles appropriate to task e.g. skimming for general impression, scanning for specific information, intensive re-reading;
- Use and interpret graphs/diagrams;
- Identify the main idea of a paragraph and pick out supporting points;
- Differentiate between the essential and the peripheral;
- Collate and synthesise information;
- Make notes and summarise;
- Represent information in a clear and personal way.

Reading for Pleasure

We aim to have all children wanting to read as well as being able to. Children must have training in selecting appropriate materials for themselves and where to find this material. This is supported by the Accelerated Reader book banding system.

Parents and their child's reading

It is vital to communicate with parents and explain the way that children learn to read. Communication via leaflets and workshops allow all parents to help them understand this. We can learn a great deal from parents about their children's interests outside school and about wider interests and experiences, which may be extended through reading in school. There is an expectation that parents will read with children and record this fact in their child's Reading Record. Reading at home is monitored by school staff.

Parents should feel that they could arrange to discuss their child's progress with staff at a mutually convenient time.

Parent and Adult Volunteers

Every year, we will recruit a number of volunteers to hear children read. These volunteers will be trained fully in phonics and questioning by Suzanne Hart in order to ensure the best possible progress for each child during these sessions.