



Reading Policy

September 2021

Review Date: September 2022



All things are possible for those who believe (Mark 9.23)
Learning together we grow in FAITH: Friendship, Aspirations, In wisdom, Trust, Hope

Little Heaton C OF E Primary School: Reading Policy

Rationale

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers.

At Little Heaton CE primary school, we do our utmost to ensure our children develop a love of reading. We have many strategies in place to get our children to be fluent and confident readers.

We have an excellent understanding of our children's reading abilities and through regular assessments we are able to stretch and assist our children by putting interventions in place if needed.

That love of reading is essential to our school. We aim to give our children a greater reading mileage whilst exposing them to a range of authors, genres and variety of books. Equipping them with the vocabulary and confidence to reflect and make justified opinions about what they have read.

The teaching of daily reading EYFS and KS1 (Guided reading):

All children read in school each day as part of daily guided reading sessions.

EYFS

The children in our reception class take part in a daily synthetic phonics lesson where they are taught sounds and words. This is through RWI. By enabling our children to read groups of sounds this in turn will help them to become early readers. They begin to read phonics based books and take a book home to share with parents each week. These start off as picture books leading to phonics based and then they start on the reading scheme of ORT. Reception children are read to on a weekly basis 1:1. They take part in daily phonics sessions and guided reading activities based on the RWI books. Children also take part in a daily whole class reading session. For children working beyond age related expectations for their year group they have access to the higher level reading books within our purchased scheme.

KS1

The children in Year 1 take part in daily RWI lessons, where they are taught to read groups of sounds and words. They are streamed in ability groups after they have been assessed on a half termly basis. They are taught by RWI trained reading teachers who have had RWI training and ongoing moderation. They also take part in a daily guided reading sessions where comprehension skills are focused upon within their phonics based lessons. Some children who have not yet reached expected reading after leaving Year 1 continue the RWI programme in Year 2. This is in place of their guided reading session which takes place as carousel with the children who are off the programme. It is aimed that the children in Year 2 will be off the RWI programme by Christmas and then will take part in whole class guided reading lessons. Any children that still need phonics support will be targeted through RWI interventions. All children take home a school reading book and parents are encouraged to read with their children 3 times a week. They have a record in which parents are able to comment about their child's progress. When books are completed these are handed in and swapped by the adults in class twice a week. For children working beyond age related expectations for their year group they have access to the higher level reading books within our purchased scheme as well as white banded books for reading age expectations.

The teaching of daily reading (Guided reading) KS2:

Children in KS2 take part in daily RAMP reading sessions. These are led by the reading teachers and follow the RAMP reading programme. This is an Education Endowment funded approved approach to the teaching of reading at KS2, by the DFE and Arch Alliance Teaching school within Rochdale: with whom we worked alongside as part of an EEF project for RAMP reading September 2017-2019 June (focused on UKS2 year 5 2017-18 who became yr6 2018-19).

RAMP is a reciprocal reading strategy for the teaching of reading- it is taught using a consistent structure for each lesson across KS2, with elements of it used within Year 2 guided reading and Year 1 guided reading in the summer term.

Extracts from challenging age related texts are used (across a range of genres, text types and authors and texts from around the world and cultures) Children may then have the opportunity to continue to read the full text in free reading time, as part of choosing to take a book home for free reading, as part of a link with class novel texts and on some occasions MAY have a link with a talk for writing text.

The whole text used within Guided reading is not read completely within guided reading sessions as the RAMP approach requires short extracts to be used to focus on specific reading objectives linked to the assessment needs of each class. It may be read completely outside of guided reading, i.e. Class novel time, free reading time, home school reading choices, but there is NOT an expectation that the whole 'novel' would be read within guided reading sessions. The intention is that this provided children a wider repertoire of texts to experience over the course of the primary national curriculum for reading.

Year 2, year 3, year 4 use a carousel system within Guided reading sessions, over the course of a week, each group of children will read with an adult following RAMP structures at least once a week.

Year 5 and Year 6 use a structure of whole class guided reading – this can be split in to two smaller groups utilising additional adults to lead sessions.

RAMP stands for: Read And Modelled Practice, which follows the structure of:

Active prior knowledge: Children talk about what they know already and link to prior learning / knowledge with staff asking direct questions related to the themes of the extract- children will not have pre-read the extract used in the session.

Predictions: Children predict what type of text / what the features may inform them theme/ events/ emotions / may occur based on prior knowledge related to this extract and skim reading of the extract.

Clarifying: Children read through the extract, highlight any words or phrases or idioms they wish to clarify the meaning for.

Questioning: Pre-planned questions related to the text

Enquiry questions What, When, Why, who, How, When, with a specific focus on retrieval skills within the text extract.

Grammar: Pre planned questioning related to word choices / phrases chosen from the author, or features of the text, impact of punctuation or subordination within the extract and the impact this has on meaning or creating images in the readers mind.

Inference: Children discuss why events have happened / what has led to feelings / emotions for characters using references or phrases within the text to support opinions, make comparisons across texts or using knowledge they already had, explaining 'why and how they know' using references from the extract.

Summarise: One sentence or picture to 'sum up' what they have understood the theme of the text to be.

Reflect: Personal opinions about the texts, discussing if they would have made similar judgments / actions and why.

Reading scheme for home school reading, 1:1 reading for early reading:

KS2:

Those children who are still on a reading scheme (reading below expected) are now responsible for getting their own books. They have access to Oxford Reading Tree, Treetops and Project X. For those children who are reading at age expected, they can access book banded 'real' books that are age related to their year group. Children are also encouraged to choose a library book of their own free choice. This allows their reading mileage and love of reading to increase.

Each class has a class novel each half term and specific times are allocated in each class for the children to enjoy listening to a story read. The class novel texts are selected from the Literacy Trust recommended reads for each year group and reading age. Staff choose class novels from this list using books we have available within our school library or texts requested to be purchased in consultation with the reading leader.

There is also quiet reading time where children have the time to read to themselves. The children in KS2 are now responsible for signing their own record books. KS2 also have access to an on line reading scheme that follows age related expectations. This is called Bug Club and the children have their own passwords so it can accessed at school as well as home. An extra session takes place each week in reading comprehension in which we use cracking comprehension.

The teaching of comprehension skills:

Cracking Comprehension:

Year 2 to Year 6 take part in a scheme of work for the teaching of comprehension skills via Cracking Comprehension lessons. Year 2 to Year 4 complete these sessions as a separate session or within one guided reading session for those classes who do not use a carousel system.

The skills which are taught within RAMP reading sessions are transferred to cracking Comp activities. Cracking Comp uses a system of each week there are two units:

Unit A: Is a whole class taught session, where children work with the adults modelling how to retrieve and record in a verbal and written format answers which follow comprehension objectives for each year group – related to the ARE for each year group.

Unit B of each 'week' is an opportunity for children to use a text extract similar to the one used in the 'taught session' of unit A but discuss as a class the answers before recording in a written format independently to see if the skills being taught and assessed in reading sessions are being applied by children. This informs teaching sessions and assessment opportunities for staff to focus on when planning the comp skills they need to refine with their classes each week.

These printed off recorded sheets which children use to record their written answers are recorded in the back section of the children's guided reading books.

Assessing

Children throughout the school are assessed both through formative and summative assessment. The formative assessments are done at the end of every term and are used to check on progress. The read leader and reception teacher assess RWI children every half term to ensure that progress is being made, to check on misconceptions and to organise ability groups. Teachers assess children using the insight tracker at the end of every half term. This allows future planning and for intervention opportunities to take place.

Salford Reading Tests

Children complete 1:1 Salford Reading Test Assessments with the reading leader for Year 3 and Year 4, the class teachers for UKS2 assess their own classes. These are used as an additional baseline to inform class teachers of children's reading age and comprehension age and to identify which skills need to be addressed through the teaching of reading during guided reading sessions or intervention sessions.

End of year Key stage assessments are used for year 2 and year 6.

In the November period of Autumn 2 a Rising stars reading comp test is used across school to identify children's application of ARE reading skills which help inform teacher assessments on the insight tracker and judgements made during weekly guided reading sessions which inform reading planning each week. These also inform the skills which need to be focused on for each term and are used to support the reading leader in monitoring the progress of children's reading skills across the school as well as teachers judgements for individual classes.

QCA reading assessments are used for Year 1, Year 3, Year 4 and Year 5 during the end of the Summer 1 and beginning of summer 2 these are used to support ongoing teacher assessments and end of year teacher assessments. They are also used to identify key skills which need to be focused on as part of daily guided reading and intervention sessions during the summer 2 term to enable pupils to meet ARE for their year groups.

Intervention

Children who working below age expectations are given a wide range of interventions to assist in catching up. These can be 1:1 or group RWI interventions, 1:1 reading, speed word charts, extra reading interventions in class and for upper KS2, Fresh start, small group and 1:1 comprehension or summarising focus sessions, and 1:1 Bosting Primary Reading: (BPR)_BPR sessions are focused on individual needs, using specific challenging texts pre planned to focus on the reading skills / gaps children may have which need addressing in order to accelerate progress towards ARE. For example, a focus on word meaning and decoding and fluency or a focus on summarising and inference skills for other children.

We aim for all children to have a good understanding of word meaning, we aim to develop fluency and accuracy over time so that all children can access age related books and begin their journey for love of reading and increase their reading mileage.