



ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

Reading Policy

Introduction

There are four main purposes to this policy are to establish an entitlement for all pupils and raise expectations for teachers, promote continuity and coherence across the school and to state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Vision

To learn to read is to light a fire; every syllable that is spelled out is a spark.'

Victor Hugo, *Les Miserables*

At All Saints we endeavour to create a word-rich environment that bursts to the seams with literature, intoxicating all who enter. We are committed to every child being a capable and fluent reader before they leave us, which galvanises their passion for literature for lifelong learning.

We will equip pupils with competent reading strategies alongside a wide knowledge of authors and genres which reflect our national and global text based heritage and prepares pupils for the future demands upon literacy in the 21st Century.

'The stories we love best do live in us forever.'

JK Rowling

Aims

The school aims to develop literate children who are enthusiastic readers that are able to:

- Recognise reading as a purposeful, lifelong skill
- Perceive reading as a pleasurable and enjoyable activity, getting excited about the potential offered by books.
- Having an interest and understanding of a wide range of words and texts, and genres and reading them for meaning and information.
- Have the opportunity to listen with attention to stories every day (read and oral) and can understand the relevance of story within their lives at home or school.
- Develop powers of imagination, inventiveness and critical awareness and the close links between reading and writing activities.
- Read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct and to use reading to support other learning.
- Use a range of reading strategies to help them with unfamiliar texts, understand the sound and spelling system and use this to read accurately

- Evaluate and justify their preferences, through accessing a range of texts including IT based resources (Bug Club) to become knowledgeable about authors, illustrators, different genres and Styles.

Key teaching approaches / strategies

In order to achieve this, the school will use a systematic and developmental approach to teaching reading as shown on the continuum below:

Alongside teaching children to acquire the skills they need in order to read. The school will also aim to develop children's understanding of what they are reading through:-

- **Recall and literal understanding**
- **Application of Phonics.**
- **Teaching of high frequency and tricky words**
- **Developing inference skills**
- **Ensuring children can make connections when reading**
- **Encouraging reading in order to learn**

Approaches/strategies/styles of reading at All Saints.

Throughout the school;

Individual

Opportunities for individual reading can take place at several times throughout the week. In FS, KS1 and KS2, children will be given a reading book at an appropriate level to take home, together with a reading record. Children's individual reading will be monitored by staff and supported by Teaching Assistants. Each time a child reads, at home or at school, a comment will be written in the reading record. Where children do not read regularly at home teachers will arrange for them to read individually at school to parent helpers, Teaching Assistants or older children. Children with SEN or other difficulties will be picked up by our Reading Rescue Program or heard by additional adults.

Guided Reading

Each child has 2 x 20 minutes Guided Reading per week with a teacher and teaching assistant. In these sessions children cover a range of reading skills. Children also complete 3 x 20 minutes of various comprehension based tasks (some of which may also be phonic-based in EYFS or KS1). Reading sessions are recorded in their individual 'Reading Journal' and is usually linked to their particular book or topic within these sessions.

Shared Reading

Shared reading is where a teacher works with children to model fluent, expressive reading, the use of effective reading strategies and to encourage response to texts. It can be a vehicle for both teaching children to read (decode) and for teaching children about reading, including comprehension. Shared reading enables children to access and enjoy rich, authentic texts that are slightly beyond their independent reading level. Sessions are generally planned in a sequence and involve re-reading for different purposes, with children using their developing skills and understanding as they become more familiar with the text.

Resources used for shared reading include fiction, poetry and non-fiction texts. The text is enlarged to enable all children to see as well as to hear the text. This includes, big books but increasingly the range has been extended to include posters, class-made books and information and communication technology texts, specifically using an interactive white board.

Reading/Book corner

All classrooms have a 'reading/book corner' which is filled with age-related and gender specific books. Book corners are an exciting and relaxing place where children are able to enjoy being readers. The use of the puppet theatre to engage children in stories is important, in KS1 each book corner has the luxury of owning their own. In some classes there are also 'Story Teller' chairs. As an alternative to physical books we are members of Book Bugs which has a vast number of online books.

Across Curriculum

Reading is accessed throughout the curriculum often linking Literacy and Topic work or simply by the teacher providing opportunities to read in other subjects. For example; reading recipes in cooking, accessing the internet, bringing books alive through art, music and dance, learning phonic sounds through music and reading stories in the forest and outdoor environment.

Promoting reading

At All Saints we promote reading by;

- Supporting parents via extra training and encouraging them to read to and with their children at home
- Promoting the use of the school library, which once refurbished will become the heart of the school, amongst children, parents, teachers and the wider school community.
- Having an outdoor book box for the children outside area and during playtimes
- All adults in school modelling positive attitudes to reading
- Author's board – Each class focuses on a chosen author and then is responsible for displaying this in the corridor to celebrate, excite, and promote reading within the school.
- Annual Book Weeks, with a range of events including visiting authors.

'We read to know we are not alone'

C.S. Lewis

Non-negotiables for all classes.

To enable every child to 'read widely and often': (Ofsted 2013)

Every Child should experience:

- Shared text 4/5 days of the week within literacy lesson. Two of these should be reading.
- Guided reading twice a week.
- Timetabled story time 3 days per week.
- Cross curricular reading material actively sourced to support learning in Foundation subjects lessons (e.g.: Info texts, instructions, lists, eye witness accounts/source material etc.) All lessons should reflect opportunity to apply reading skills.

To see a classroom view of reading across the age phases at All Saints, turn to Appendix 1

Curriculum Reading Coverage:

From the Foundation Stage and into Key Stage 1 pupils will enjoy a range of texts allowing them to build up knowledge of rhythm, rhyme and pattern in language:

- Listening to good quality texts allows pupils to develop an ear for patterns in language, and to be able to adopt appropriate story-language for when they read themselves.
- Viewing big books as they are read allows the pupils to match word and voice.

- The pupils will learn how books work and be able to differentiate between print and pictures. They will be encouraged to retell stories and to begin to say what they enjoy and why.
- They will learn to use the features of using non-fiction texts and online resources.

Pre-reading skills will be built on. These will help pupils to match patterns, follow sequences, build up both visual and auditory memory and use picture cues to infer meaning.

Phonic Skills

At All Saints Primary we have a close partnership with Preschool to ensure continuity and progression for the EYFS. Children attending school aged 4-7, will follow a systematic approach to the teaching of phonic skills. We use 'Letters and Sounds' for pace and progression, which is supplemented by LCP (New Generation resources, LCP Ltd) activities, and (Pearson Education) Phonics Bugs. This programme of study teaches children to develop a knowledge of letter sounds, how to blend and segment sounds, build and decode words. Pupils will also begin to recognise key sight vocabulary often known as 'tricky' words. This includes words that cannot be phonetically decoded.

Phonic development is tracked half-termly on a tracker which is analysed to inform planning. Phonic Screening takes place for all Year one children, is retested annually if they are unable to pass, and where the child has not met the required standard intervention is put in place thereafter.

Development of Skills:

Pupils are taught to employ a broad range of reading strategies enabling them to grow in independence:

Syntactic (knowledge of our own language): To draw on the spoken language we already know, and our experience of "book" language to try to predict what words or phrases are coming and to confirm what we read.

Semantic (expectation of what makes sense): To use general expectation of what makes sense in life to try to predict words or phrases and to interpret what is happening.

We use the immediate textual context, including pictures, to help work out meaning and to confirm what we read.

Bibliographic (Knowledge of how books and written texts work): To use knowledge of written genres and conventions to help predict words and phrases.

Graphophonic (Confirming and checking using letter sounds and sight words): To use the sound system to recognise familiar words and phrases as well as developing word-building skills.

At All Saints we use a 'phonic first' approach which directly teaches pupils to always use their phonic knowledge as a first strategy when approaching new and unfamiliar words.

Pupils will be encouraged to increase their repertoire of texts and will begin to make critical judgements about these texts, selecting authors, genres and formats that they prefer. They will be able to experience "real" books, poetry, and non-fiction, reading scheme books, magazines and comics. Pupils will learn about poetic devices, develop further knowledge about rhythm and rhyme and explore a wider range of word-play such as riddles, puns and jokes. Pupils will be able to read for information. They will encounter alphabetically ordered texts as well as a range of non-narrative texts including ICT-based texts. They will develop a growing knowledge and understanding of the conventions of non-fiction e.g. contents, index, diagrams, headings and glossaries.

Overall the pupils will be encouraged to read for pleasure and for purpose. They will be developing the confidence to read independently and fluently, understanding how punctuation is used to add meaning and becoming aware of the use of dialogue and speech.

They will begin to understand inference and figurative language through using pictures as well as understanding subtle meanings within the text. In Foundation Stage children are read to daily, and in all other classes, children are read to a minimum of three times a day. This brings them into contact with a wide range of children's literature and ensures that children are hearing more complex language structures and storylines than they may be able to read for themselves. It also emphasises reading for pleasure and relaxation. Throughout, many stories and poetry will be brought to life through the use of story sacks, story boxes and drama and role-play activities. Pupils also have access to our school library. Which has a wide selection of fiction and non-fiction books, arranged in the Dewey System. We hope that families will regularly use the local library service for themselves.

Continuity and Progression

All Saints uses EYFS, Phonic tracking and APP assessment criteria. These provide guidance for teachers an understanding of how their children will progress through their years at the three stages of the primary curriculum (EYFS, KS1. KS2). Teachers assess children against these frameworks to determine starting points and targets for each ability group in their class. We are very much aware of the earlier stages in the teaching of reading as we may have to employ some of the techniques advised for those children who have not made as much progress as anticipated or those who have special educational needs. Any child who is working either above or below the range of the class, they will be identified and placed on either the SEN register or the gifted and talented register. For children who are not making expected progress in Years 1 to 5, one to one or small group support is put in place to ensure children 'catch-up' to their peers. (See Reading Rescue below)

'The more that you read, the more things you will know. The more you learn, the more places you'll go.'

Dr Seuss

Inclusion and Interventions

All Saints is committed to giving inclusive access for all pupils. Special circumstances may arise whereby individual pupils miss occasional Literacy lessons or parts of lessons, e.g. through involvement in a Reading Rescue or speech therapy programme. Individual programmes for teaching and support are drawn up as appropriate by teachers in conjunction with the SEN co-ordinator and recorded on an IEP as appropriate. Care is exercised to ensure that parents and carers are involved appropriately and kept fully informed.

Reading Rescue Program

Reading Rescue is an intervention based on 'Reading Recovery' that accelerates progress for those pupils who are underperforming in reading, with the purpose of rapidly accelerating their performance to age related expectation. It is led by a qualified teacher and intensively works with closely monitored and tracked for pupils for approximately 20 per day.

Programmes such as Early Literacy Support (ELS) in Year 1 and two, Additional Literacy Support (ALS) in Year 3 and 4, and Further Literacy Support (FLS) in Year 5 will provide extra support for small groups of children further up the school.

Schemes of work

- LCP Phonics (New Generation Resources, LCP ltd)
- Letters and Sounds (DFE)
- Phonic Bugs (Pearson Education)

Book resources

All our scheme books are 'Book Banded' (Reading Recovery) from Stage 0 – 25. The book band indicates level of difficulty to ensure consistent and rapid progress in reading.

At All Saints our main scheme is Pearson Education – Phonic Bug. This underpins the Guided Reading.

We also follow the Oxford Reading Tree books Oxford University Press; Tree Tops, Snap Dragons, Songbirds, and Comics for Phonics.

Alongside this we have also introduced Pearson Bug club as they are online books for children at home.

To supplement these we also stock a range of other books such as; Ginn, Collins, Rigby Star and Rigby Quest. For Higher readers there are Ginn Pocket Tales/Chillers /Facts books available.

For phonic intervention at KS2 we also use Pearson Education - Rapid Phonic books which work alongside the Oxford University Press – Oxford Reading Tree book scheme.

Monitoring and Evaluation

1. Assessment

Formative

- The Bug Club assessments are used to track children's progress on a daily basis.
- Progress in Guided Reading is tracked weekly, this links to both Reading assessment criteria and where appropriate application of phonic use.
- Reading band trackers, track progress of all children below Level 3C to ensure good progression.
- Curricular Layered Targets are used to record progress each half term and to carry out an analysis of strengths and areas for development across the school.
- Each half term every teacher has 'Pupil Progress' meetings with the Head Teacher to monitor and ensure all pupils are making progress and plan intervention to support those at risk of falling behind.
- The EYFS profile and APP criteria are used to assess progress periodically and set targets across the school.

Summative

- The National Phonic screen is taken during the Summer term of Year 1. For those who do not reach the expected Standard it is repeated annually thereafter.
- In Years 2-5, National Tests in Year 2 and QCA tests are taken annually to inform us of the children's progress.
- The Salford Reading test is carried out in the beginning of the Autumn term to assess Reading age.
- This is also triangulated by teacher assessment.

Monitoring the quality of teaching in reading.

- The Literacy coordinator monitors the impact of the teaching of reading through, book scrutiny and Learning walks to ensure all staff are implementing the reading policy, and that approaches in the policy are effectively teaching children to read with passion and pace.

2 Evaluation

All data and information is evaluated for success and future improvement through the School Improvement plan, and detailed in the Priorities Improvement Plan (PIP). This identifies further focus for raising and maintaining standards in Reading, including professional development opportunities for staff across the school, and introduction of new teaching methodologies and materials.

Expectations of parents - Links with parents

'Children are made readers on the laps of their parents.'

Emily Buchwald

- Parents have an induction meeting when children start in FS and EYFS to outline approaches to teaching reading.
- Practical leaflets provided for parents to support reading at home.
- Home school reading logs are kept in to inform parents of reading targets and progress.
- Recommendations are given to parents if requested.
- Parent volunteers support the school in providing additional reading opportunities for children
- Reading material is sent home with each pupil. Pupils have individual ebook logins where by appropriate books are allocated, and can be read at home over time (with supporting activities) are given e-books (Bug Club) daily and also may have the opportunity to take a library book to take home at times. If pupils do not have access to the internet their parents are able to share e-books with them in school or the school will provide hard copies of the books along with additional or alternative reading resources.
- The school actively promotes the importance of parental engagement by supporting parents with helping their child to read and to develop a love of reading and by regularly reporting to parents on the progress their child is making and by encouraging parents to read to their children.

'It occurred to me that the only reason I was here was because of reading; it was the reason I began to climb. There is something about reading which takes you beyond the constrictions of space and time, frees you from the limitations of social interaction and allows you to escape. Whoever you encounter within the pages of a book, whatever life you vicariously live with them can affect you deeply – entertain you briefly, change your view of the world, open your eyes to a wholly different concept of living and the value of life. Books can be the immortality that some seek; thoughts and words left for future generations to hear from beyond the grave and awaken a memory of another's life.'

Joe Simpson – The Beckoning Silence

Ratified by Governors February 2014

Review date February 2015 in the first instance and then every three years.

Appendix 1: The classroom view of reading at All Saints.

Foundation Stage:

'Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read.'

Marilyn Jager Adams

At the end of the EYFS the pupils will have experienced shared, guided and independent reading and learned the routines and responsibilities which enable the class to operate efficiently and effectively. Building on what pupils already know about reading and stories, the teacher helps develop early reading behaviours through shared reading, e.g. holding a book the right way up and following the text from left to right, knowing that print carries meaning, identifying the protagonists in a story, recognising signs and symbols in environmental print. The pupils develop curiosity and enthusiasm about print. They are able to select, read and talk about a range of fiction, poetry and non-fiction. They have many stories told and read to them and they have opportunities to retell narratives themselves. The focus, particularly at the early stage, is on developing understanding and conveying meaning of the texts they read rather than on reading words accurately. The focus at first is on pupils' ability to discriminate between sounds through the use of rhyme, rhythm and alliteration. They then are taught to recognise phonemes in "CVC" words. They have opportunities to apply their developing phonic knowledge and skills in the context of shared reading and writing and, subsequently, in guided reading. In addition, they learn to read a range of familiar and common words and simple sentences independently.

Each child will also progress through the phonic scheme (Letters and Sounds) and have some letter sound cards to practise as well as some high frequency sight vocabulary words to learn to read. The teacher will organise which books in the scheme each child needs to read.

Key Stage 1

At Key Stage 1 the emphasis is on developing pupils' interest and pleasure as they learn to read independently and with confidence. They focus on words and sentences and how they are put together to form texts. They bring meaning to the texts they read and say what they like or dislike about them. Enlarged texts, selected from the appropriate range of texts – fiction are used for shared reading at Key Stage 1. Teachers model a range of reading strategies to refine reading beyond immediate use of phonics. This includes the identification of sentence structure and the function of punctuation marks, and gives pupils opportunities to practise phonic skills and word recognition in context.

Guided reading takes place outside of specific literacy lessons. In guided reading teachers support the reading of groups of pupils of similar reading ability as they apply the range of reading strategies taught in shared time, thus providing them with the necessary help to read the text independently. The texts selected for guided reading are at an instructional level, texts of graded difficulty are chosen carefully and matched to the ability of the group. Teachers identify the focus for the guided reading groups and plan book introductions accordingly. The pupils have many opportunities to read and select books independently. There are some opportunities for the teacher, other adults or older pupils to share books with individuals, but the majority of the teaching of reading occurs during shared and guided reading. For individual reading the pupils make guided choices from the school's graded reading programme, or carefully selected books from a range of reading scheme and non-scheme texts. They also choose books from the Library.

Children will continue and develop along the structured phonic scheme as well as continuing to take home other graded reading scheme books each night. Children will continue to practise key sight vocabulary words. Children should be encouraged to keep a reading record of books which they have read. In KS1 and 2 this will be the child's responsibility and it will link in with the home/school reading record.

Key Stage 2

At Key Stage 2 pupils meet a wider range of texts in fiction, poetry and non-fiction. Teaching focuses on developing pupils' reading skills, e.g. generalising and making inferences by drawing on evidence from the text. Enlarged texts continue to be used with the focus on the writer's intentions and on specific Learning Objective selected by the teacher. There continues to be a high level of interaction between teacher and pupils with teachers inviting pupils' individual responses and interpretations rather than narrowly focused comprehension. The texts chosen offer challenge to all pupils in the class. While judicious use of extracts and short stories occurs, fiction objectives relate frequently to a novel read 'outside' the Literacy lesson. There will be constant links to work in other curriculum areas, e.g. history and personal, social and health education but the focus within the Literacy is on the text and the chosen objectives.

Guided reading sessions at Key Stage 2 for fluent, independent readers take different forms according to their purpose, but they remain linked to objectives which have been taught during shared reading or objectives which are pertinent to this particular guided group. Again Guided Reading takes place outside of formal literacy lessons. Those pupils who are not yet reading with fluency should continue to follow the Key Stage 1 model of guided reading. Teachers use the additional materials and resources to accelerate pupils' progress, especially to secure phonics through the 'Bug Club'. Response to guided reading, including comprehension, is recorded in pupils Reading Journals. Sometimes these work best before the reading of the text (e.g. raising prior knowledge, making predictions on the basis of title and illustration, whetting the reader's appetite), sometimes during (e.g. giving advice to a character at a point of crisis or decision, noting personal response in an on-going reading journal), sometimes after (providing opportunities for reflection on the whole text, mapping a character's literal or emotional journey). The intention is to illuminate text and keep the pupils focused on their personal response and critical interpretation, not to provide holding activities.

In their independent reading pupils should increase their ability to read challenging and lengthy texts, but the emphasis should be on reading a wide range of material that enables the pupils to reach informed decisions about personal reading choices. Teachers monitor and provide guidance to pupils about their independent reading by setting clear goals, targets and ensuring that a wide range of genre is read. Children in KS2 should be encouraged to take home a book from the school library. The books are colour coded according to level of difficulty. Selecting their own choice of texts is an important part of developing independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences.