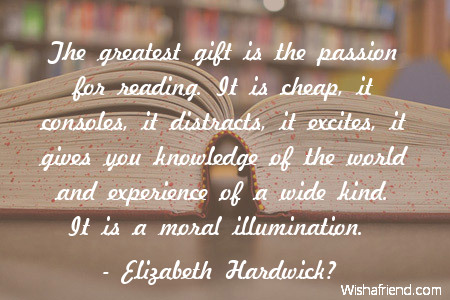
**The Priory Parish CE Primary School**



**Reading Policy 2019/2020**

**Elizabeth Hardwick**

**‘As a Christian family, together, we will realise our God- given ability to change the world.’**

**Our Goal and Aspiration**

‘Together, it is our responsibility to instil a love of reading in our community, enabling all to flourish.’



**Promoting a life-long love of reading**

Our greatest aim is to ensure our pupils understand the importance of reading in becoming learners for life. We want them to know that it is an enjoyable and engaging experience, which has so many mental health benefits. We want our pupils to feel passionate and inspired by the books that they read. We want them to truly love reading!

**Language**

We understand and recognise the crucial importance in teaching our pupils a rich and varied vocabulary throughout their time here at The Priory Parish. Our pupils are in need of this to develop their overall understanding of the world around them.

Through the use of modelling a rich and diverse vocabulary, and exposing our children to high quality texts in which they encounter many new words, we strive to ensure our pupils develop their language skills on a daily basis.

**The teaching of reading**

We have adopted the approach ‘Read to Write’, which uses inspirational and engaging texts to teach the skills of both reading and writing. This approach immerses the pupils in high quality literature, developing their vocabulary, comprehension- skills and excitement for reading! The teaching is pitched at GDS standard to ensure exposure of enriched vocabulary and high expectations of learners.

**Every child a reader at The Priory Parish**

We aim to be a school that confidently meets the ECaR (Every Child A Reader) standard year upon year. This aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals with a strong love of reading. We recognise the responsibility to send children to secondary school having mastered at least the basic elements of reading.

We aim to ensure that all children have the chance to follow an enriched curriculum by getting them reading early: learning to read → reading to learn

Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be ‘readers’, not just children who can read.



**Approaches to teaching and learning**

The teaching of reading must be carefully planned to meet the needs of all of our children, taking into account our low literacy baselines and inconsistent home support. We recognise the importance of taking a consistent whole school approach to the teaching of reading to close any gaps and to target the highest possible number of children to attain:

End of FS - ELG

End of Y1-Reading by the age of 6 at least orange book band level.

End of KS1- EXS+

End of KS2-EXS+

There are three key areas that we consider crucial for reading success:

1. Reading Mileage

2. Skilled adults

3. Appropriate level texts (Aiming for 90% and above accuracy)

**Reading Mileage**

According to Arlington et al 2008, ‘Some researchers suggest beginning readers need to read 600-1000 words a week to become competent readers’.

At The Priory Parish, every attempt is made to ensure that our children gain ‘reading mileage.’ This means ensuring that the children have opportunities to read wherever possible, carefully matched to their phonic/ reading ability, both within reading lessons and across the curriculum.

Throughout the school, all children are encouraged to choose books which they would like to read and are given a special banding level (ZPD score) as part of our ‘Accelerated Reading’ program. This ensures children are reading at an appropriate age and stage for their ability. Children who are not ready for the program will read books carefully matched to their phonic knowledge (through careful assessment). We ensure children have consistent access to appropriate reading materials both in school and at home.

Opportunities for extending reading mileage at The Priory are:

* Individual Reading (1:1 reading with an adult in school) at least once every two weeks.)
* Whole class guided reading
* Reading across the curriculum (topic books, information sheets etc).
* Independent reading
* Home reading
* Reading clubs at lunchtimes
* Children should also listen to stories read aloud on a regular basis.

**Using Accelerated Reading and accuracy levels**

We use Accelerated Reading to ensure our pupils are reading at an appropriate level. They complete ‘entry assessments’ which assess both their decoding and comprehension skills, in order to appropriately match them to the correct level texts. They are assessed frequently (at the end of each text) using the book quiz tool which provides the teacher with an accuracy report. This can be used to adjust the reading level appropriately.

Below is information on the accuracy rates:

Accuracy rate 95-100% The reader is reading a text which is EASY. A high level of success will be experienced. Texts that children read independently without adult support should be of this level.

Accuracy rate 90-94% The reader is reading a text which is INSTRUCTIONAL. At this level, children will require adult support in order to decode at a rate which does not impede comprehension. This level of text could be (is) appropriate for guided reading or reading with an adult.

Accuracy rate 50-89% The reader is reading a text which is HARD. The rate of reading will be too slow for the children to comprehend what they have read. A child found to be reading a text of this level should be encouraged to change their book. This might be to a book at a lower level or an easier book at the same level. The adult also might decide to read the book to the child first, share-read the book or ‘introduce’ the story and characters first as this might shift the book from hard to instructional level and enable the child to carry on with texts at this level.

**Skilled Adults**

At The Priory Parish, much time has been invested into the training of teaching staff and support staff so that they are equipped and confident to deliver the teaching of reading. Teachers and Teaching Assistants have been trained in how to deliver Read to Write lessons, RWI and the teaching of inference and comprehension through Bloom’s Taxonomy and the content domains. Cracking comprehension is also used alongside our Accelerated Reader program. All teachers and teaching assistants have also received guided reading and 1:1 reading training.

**Phonics and spelling to support reading**

At The Priory Parish, children in Pre-School begin daily phonics lessons during Summer term. F2 to Y1 have whole class daily phonics teaching all year. Y2 are supported by intervention groups and the daily teaching and revision of sounds and spelling patterns.

In years 2-6 children use Babcock Spelling.

Children who need additional support receive extra lessons in the form of intervention groups.

**1:1 reading**

All children regularly take part in a 1:1 reading session with an adult. This is a focused session, working on the development of decoding, fluency, confidence and comprehension. There will be a specific question focus for each session which focuses on an area of ‘Bloom’s Taxonomy’ levels of thinking. Questions and answers are recorded on individual log sheets which supports the detailed assessment of reading and informs future planning.

Many of our children do not read regularly with an adult at home; therefore, it is important that they have opportunities for 1:1 reading to a competent adult in school. This has emotional benefits, as well as allowing teachers to monitor reading and comprehension. Teachers will have a system / tick sheet for recording when children have 1:1 reading. This will be an enjoyable experience in which the children can share a book with an adult. This will be done in a calm, quiet environment.

**Whole class guided reading**

As part of ‘Read to Write’ there are valuable opportunities for whole class reading sessions which are detailed in the planning for each unit. The approach focuses on the use of high quality texts to develop the skills of comprehension and language. This takes place in every year group from F2-Y6. To develop comprehension skills even further, each class will take part in one ‘Cracking comprehension’ session a week. (Years 2-6) Early years and Y1 will also be taught early comprehension/ inference skills in many creative ways using pictures, patterns, stories and puzzles.

**Reading for Pleasure**

It is a priority here at The Priory, that our children develop pleasure in reading. We want them to feel inspired, amazed and immersed in the books that they read and understand the importance of reading in general. We encourage children to choose their own books (which are banded into reading ZPD scores to ensure appropriate age and stage) and promote a love of reading throughout the whole school.

Events such as ‘Drop everything and read’, reading cafes, library visits, love to read weeks, World Book Day and time throughout the day in which reading is a priority are important to us, in ensuring children see reading as a pleasurable experience.

**Creating an ethos of reading (positivity, working walls)**

We strive to provide our children with a positive reading ethos throughout our school and classrooms. Working walls are an important aspect in the development of comprehension skills. Using the Read to Write planning, working walls will be built upon daily to show vocabulary, plot development, characters, ideas, questions etc. They are a key working element in children building up their understanding of the texts they are reading, and also supports the writing process. We expect working walls to be current, useful, clear and informative in supporting our children and their learning. We use cursive handwriting to present work on the wall and refer to the wall when teaching. Children are encouraged to use the wall to support their learning.

The atmosphere in our classrooms is one of focus, enjoyment and passion for reading.

When taking part in independent reading, children are encouraged to immerse themselves in their books in a safe, quiet environment. There is a ‘special’ feeling throughout the classroom during this time. Children are encouraged to be comfortable, focused and relaxed.

**]Assessment of reading**

Assessment for learning is ongoing. They use knowledge from class work, whole class guided reading sessions, 1:1 reading notes, written assessments of comprehension (PIRA) and independent learning the children have produced: either written or verbal. Children will be continually assessed using Accelerated Reader and the quizzes inform the teacher about the child’s comprehension skills and language acquisition.

We will use our PIRA assessments to carefully understand and develop areas of reading in which our pupils may be struggling. This will inform our planning and next steps for learning.

Phonics progress is assessed termly and children are grouped accordingly to ensure they are being challenged/ developed at a pace which is right for them.

**Equal Opportunities**

We will ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, speech and language or hearing difficulties will be identified and supported through support programmes in school and external help will be sought where necessary.

**SEN**

Pupils with difficulties in learning to read or with Special Educational Needs have their needs identified promptly and interventions provided that will accelerate their progress. Progress is measured and tracked to ensure they are catching up with their peers. In KS1 for example, additional teaching and support is provided through 1:1 reading with an adult, extra guided reading in small groups and daily “Catch up” Phonics sessions.

In KS2 additional teaching is provided through regular 1:1 reading with an adult, pre-teaching of key vocabulary to support children’s understanding and other tools such as Cracking comprehension.

**Reading Intervention**

GDS Pupils

We encourage more able pupils to stretch their deeper comprehension skills and ability to infer at a complex level. Through use of Accelerated Reading, children are consistently developing with the age and stage of their reading and frequent assessment ensures that these pupils do not become stagnant with their progress. In KS2, when appropriate, children will receive small group sessions to accelerate their learning further and will tackle some of the more challenging areas of reading such as author choice and unknown, challenging vocabulary. In KS1, children are grouped to ensure appropriate challenge and are challenged in aspects such as: making links between texts, making predictions and deepening their understanding of more complex vocabulary.

]Below ARE

Children who are below ARE will receive intervention support in a small group. We use the following tools to help them make progress and reach ARE.

* Project Code X (aimed at years 2, 3 and 4)
* Cracking comprehension
* Rapid Reading (aimed at years 3-5)
* Extra/daily reading with an adult
* Speech and language programs/activities provided by SALT.
* Small group support in class.
* Vocabulary pre-teach to support understanding.

**EAL**

EAL “Catch up” Phonics sessions are provided straight away for new EAL arrivals and with the support of MEAS team, we assess their reading skills promptly. Staff liaise with parents to encourage them to enjoy bilingual books with their children, asking questions and discussing the book in their home language or in English, supporting their enjoyment of books and their acquisition of English. We provide dual language resources to help build understanding and ensure the children feel comfortable.

**Parental Involvement**

We acknowledge that it is the job of school staff to teach a child how to read and to develop as a reader. However, we know that the best readers will also be reading within the home environment. Parents are encouraged to listen to their children read at home and able readers are expected to read independently at home to build reading mileage. Children take a ‘reading book’ home every day and parents sign the log when their child has read. Teachers and TAs write comments when they hear children read individually. They also include guidance for parents about how to best support their children in reading, for instance, examples of questions that they can ask, strategies that are being practised and how to praise specific elements such as intonation and fluency. In upper Key Stage 2, pupils take more responsibility for logging when they have read and write a comment about what they have read.

Once the book has been completed, the child will be able to select a new book from the appropriate place. The children in FS, key stage 1 and key stage 2 are expected to bring their reading record book into school every day.

Information sessions for parents take place at the beginning of each year and parents/ commumity are encouraged to come into school to support teachers with one to one reading. Older children in KS2 can take more responsibility for recording their own comments when they read at home. Parents can sign to say that their child has read.

Home reading is valued and rewarded. Every child has a reading bookmark, displayed in their class. Each time they read at home, they receive a sticker for their bookmark. When their bookmark is full, their achievement is celebrated in assembly and they chose a prize book.

Reading bookmarks should be displayed in the classroom, as an incentive and celebration. Home reading should be monitored daily, so that bookmark stickers can be awarded. This raises the profile of home reading, encouraging more children to read at home.

**Whole class story time**

There should be story time every day in all classes, so that children can hear how a good reader sounds. It is a time for children to enjoy books, while providing language rich experiences and opportunities to develop vocabulary and comprehension skills. While the teacher is reading and asking questions, TAs could note observations about children’s responses on stickers (to add to individual reading records).Classes will alternate daily between story time and ‘shared reading’ in which specific questions are asked to develop skills.

**Reading Areas in the Classroom**

Each class is expected to have a reading area. The area should be a stimulating and attractive environment which contains a range of reading material. Books should be organised into clearly labelled, levelled baskets (based on Accelerated Reading levels) and be easily accessed by the children. Children should be actively involved in the management of the reading area. In most classrooms there is limited space so in these rooms the reading area may consist of a book case with the above organised in a clear and engaging way.

**The strategies taught to be a successful reader**

At The Priory Parish, we recognise that reading is a personal and highly complicated process. We aim to give our children every chance of being successful readers, through actively teaching the following skills:

**Concepts about print** - Open front cover - Turn pages appropriately - Understand that left page comes before right - Understand that we read print from left to right - Match spoken word to printed word (one-to-one correspondence)

**Decoding and blending & knowledge of the alphabetic code** - Sound talk words - Identify known graphemes - Break words into chunks, model blending.

**Self-monitoring and self-correction** - Stop if it doesn’t make sense / sound right / look right - The adult should not intervene too quickly when an error is made, but allow time for the child to self- monitor.

**Rereading** - Reread a phrase or sentence to check, confirm, problem solve or self- correct and think about what would make sense.

**Phrasing and fluency** When children are first learning to read, they need to have control over one to one matching and pointing to the words is useful. However, this can slow reading down and children begin to think that ‘reading’ means ’word reading’. As soon as one to one matching is secure, children should be encouraged to speed up and stop pointing. We should not accept slow, staccato, word-by-word reading. When this becomes a habit, it is very hard to break. An expectation of making the reading ‘sound good’ is fundamental. If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving.

**Retrieval** Locating information in text to answer a question.

**Inference and deduction** Children should be encouraged to ask their own questions about their reading. Taught using inference training texts and activities (as planned for in Read to Write).

**Authorial awareness**-Point of view, linguistic choices, structural choices, context of text.

**Leadership and Monitoring**

Monitoring of the teaching and learning of reading takes place through various means:

Observations of English lessons, whole class guided reading, intervention groups, 1:1 reading sessions and phonics teaching.

Monitoring of planning, work and record keeping.

Monitoring of working walls.

One to one reading where the English lead listens to a child read to establish the accuracy of the reading level awarded and the suitability of the reading material. The child is also asked questions about their reading at this stage and their quiz results checked on Accelerated Reader.

Learning walks to establish whether reading has been given a high profile within each classroom (displays, reading bookmarks to encourage home reading, book corners)

Evidence gathered is used to form training requirements, support needs and resourcing.



**Policy Review**

This policy will be reviewed termly and is a working document.