



Dunmow St Mary's Primary School

Policy for English Reading

July 2017

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Dunmow St Mary's Primary School
ENGLISH POLICY (Reading)
July 2017

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Introduction

Aims

The ability to read is an essential skill, which must be taught and developed during a child's school years. We encourage our pupils to derive pleasure from the written word, and establish a habit of reading for enjoyment and information, which will last well beyond their school years. In addition to this, we aim to teach children to read and understand all kinds of print, to the highest level at which each of them is capable. We also encourage our pupils to derive pleasure from the written word, and establish a habit of reading for enjoyment and information, which will last well beyond their school years.

The NC requires knowledge, skills and understanding of the following areas, which are covered by one of our major aims:

- Reading strategies
- Understanding texts
- Reading for information
- Literature
- Non-fiction and non-literary texts
- Language structure and variation.

Ethos

We follow the guidelines in the framework, and carefully plan the activities to cover all the teaching points required. We aim to provide a stimulating and challenging learning environment, which gives every individual an opportunity to fulfil his or her potential to the highest possible standard. This is done through choosing challenging but appropriate texts, and be differentiating the activities.

We expect that children will leave the school with confidence in their own ability, with the skills to extend and apply their knowledge, and the belief that reading is enjoyable and rewarding.

In the interests of every child we endeavour to:

- Match work to individual needs
- Concentrate on educational processes as well as outcomes
- Share responsibility for learning, planning and reviewing with the children
- Encourage confidence and co-operative learning
- Emphasise first-hand experience

- Teach certain basic skills in a consistent way
- Emphasise the development of cross-curricular skills
- Teach respect for the abilities and views of others
- Provide opportunities for success over a wide range of activities
- Celebrate all kinds of achievement
- Have high expectations of every child
- Provide opportunities for exploration in depth as part of the curriculum

Key Skills

The National Curriculum states, generally and with reference to reading particularly:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- *read easily, fluently and with good understanding*
- *develop the habit of reading widely and often, for both pleasure and information*

[...]

- *appreciate our rich and varied literary heritage*

[...]

- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- *word reading*
- *comprehension (both listening and reading)*

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent

the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

We believe these key developments in a child's reading are promoted through a range of opportunities, all of which based on the following skill developments:

Communication

- Selecting, reading and summarising information, identifying the main points and lines of reasoning.
- Using reading to inform writing – present information found in a structured way which is technically accurate.
- Speaking and listening – to pass on recommendations about books to others. To pass on information found to a group. To be able to contribute to a discussion and make relevant contributions.
- To be able to make a critical analysis of their reading.

Computing

- Through opportunities to work on screen and with a variety of media and to communicate using e-mail and the internet
- To make a critical and informed judgement about when and how to use ICT for maximum benefit in accessing information.

Working with others

- Using information found to contribute to small group and whole class discussion
- To be able to work with others to meet a challenge
- To appreciate the experience of others and to consider different perspectives
- Reading and performing scripts.

Application of number

- Skills include developing the understanding and use of mathematical language

- Using reading skills to understand problems in real-life situations.

Improving own learning and performance

- To be able to reflect on their reading and choose texts which are challenging.
- To be able to identify writers which they enjoy
- To identify the purpose of the text
- To be able to assess progress in learning
- To identify difficulties in their reading progress and discuss ways to improve
- To plan ways in which they can help improve learning

Problem solving

- Using a variety of reading experiences to help discuss and solve issues – both in a classroom context and on a wider social scale.
- To become more informed about regional and cultural identities
- Using either a script or improvised drama to resolve a problem

How reading can promote thinking skills

By using thinking skills children can focus on knowing *how* as well as knowing *what* – on learning how to learn. The following thinking skills complement the key skills and are particularly relevant to reading.

Information – processing skills

These enable children to locate and collect relevant information, to sort, classify, sequence, compare and contrast different styles of texts.

Reasoning skills

These enable children to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language, to explain what they think, and to make judgements and decisions informed by reasons and/or evidence.

Enquiry skills

These enable children to ask relevant questions, to pose and define problems. Children develop the ability to express their point of view, question, argue and discuss, adapting what they say to their audience and the effect they wish to achieve.

Creative thinking skills

A wide reading experience enables children to generate and extend ideas beyond their own experiences. They will begin to apply their imagination when solving problems.

Evaluation skills

These enable children to evaluate critically and to judge the value of what they read. They will develop recognition of bias, objectivity, fact and opinion.

Policy Development

This policy was developed during the academic year 2016-17, during which time, reading was highlighted as a main focus of the school curriculum development plan. Our reading policy was examined and developed during a series of staff meetings, workshops and INSET days. The policy is continually developing as a result of new strategies and assessment opportunities and this is a major part of the Staff Development plan for 2017-18.

Part 1: The Reading 'Package'

In Foundation stage and at both key stages, the National Curriculum focuses on reading with fluency, accuracy, understanding and enjoyment.

In very brief summary, the National Curriculum requires:

At key stage 1, pupils are taught to use:

- Phonemic awareness and phonic knowledge
- Word recognition and graphic knowledge
- Grammatical awareness
- Contextual understanding

In addition, at key stage 2 pupils are taught about:

- Inference and deduction
- Meaning beyond the literal
- Making connections between different parts of the text
- Using knowledge of other texts they have read

What is 'The Reading Package'?

The development of reading does not happen using one way of teaching; there are many different skills to develop using different strategies. We use a range of these strategies and draw on them in all areas of the curriculum and the school day. We call this our "Reading Package" and each part of this is detailed below:

a) Whole class reading

Whole class reading uses a common text. As we follow a topic-based curriculum, most of the texts we use will be based on the topic we are following. Teachers use the text to read with the class, focusing on comprehension and on specific features depending on the age of the children (e.g. decoding, whole word recognition, high frequency words, and letter sounds and comprehension in Key Stage 1 and specific comprehension skills in Key Stage 2).

b) Independent Reading

In classrooms, our school focus in 2018-19 is to put an emphasis on the *will* to read, so we have introduced Independent reading times throughout the week. These may take a variety of forms, such as a class reading quietly to themselves, or sharing books in a group, or exploring books from a selection put out by the teacher. The aim of these sessions is to encourage children to feel fully involved in reading for themselves, and for pleasure, and to develop their awareness of

different authors, text types and genres, and to develop their own tastes in reading.

Every child will have a school reading book that they can read at school and take home. Children should be given the opportunity to change their book once they have read it, which could be every day. We should encourage children to take their book home to read for pleasure, rather than as a task. Fluent readers should be encouraged to read as much as possible.

Children are allowed to take home any book from the library – non-fiction, picture, poetry etc. It is very important that records are kept of the books in the child's possession, and to follow up all lost or misplaced books. Teaching assistants and parent reader helpers can also sign books in and out.

Children's own Reading Books

Bug Club

When children join our school in Reception and all the way through their Keystage 1 classes, they will be allocated a Bug Club book which is a scheme of texts based around the phonic strategies being taught in Letters and Sounds. Children will have access to these books online as well as a 'real book' in their bookbag. The children are heard read individually each week at least once; focus children who are experiencing problems with their reading will be heard more regularly.

Beyond Bug Club

The library was re-organised over the Easter holidays 2017 to better support children's own book choices and to ensure all children make good progress with their enjoyment, skill and understanding of what they read.

When children complete the Bug Club books in Year 2, or is in the junior classes, then they will have been allocated a colour corresponding to a section of the library from which they must choose one book to be their priority reading book. These have been carefully selected to match both their maturity age and reading ability. Each section in the library has hundreds of books to choose from so it is anticipated that each child will have plenty to read in a variety of themes and text types all year. Every child is still allowed to borrow two books from the library so their other choice may be from ANYWHERE in the library. We encourage parents to ensure that their child prioritises their 'colour-banded' reading book in any reading you do at home.

Children have their own reading records which are used by teachers, the children and their families to record their reading journey and progress.

d) Phonics lessons (one of the main focuses for teaching in Foundation and Keystage 1)

Each class dedicates a short 10 – 15 minute session to teaching phonics daily in addition to phonic work taught through reading and writing activities. This is based on the Letters and Sounds Programme which includes segmentation of words, synthesis of words, letter sound recognition, reading tricky words and identifying these in context e.g. a story/ poem/ example of text. We differentiate the groups so that class teachers take a group of children to focus on the particular Phase most appropriate to the needs of the children.

e) Listening to Children Read

To achieve fluency in reading, children need a great deal of practice in all the strategies that enable them to make meaning of print. They also need to become critical readers, who are able to make judgements about the texts they are reading.

Teachers should provide experiences through shared, guided and independent reading that demonstrate and develop meaning making strategies for different kinds of reading.

The following part of the policy will outline the strategies we use.

When the teacher listens to each child they might be:

- Monitoring progress
- Diagnosing regular errors and pinpointing specific areas of difficulty, which can be followed up.

Self-esteem is very important

Children should be helped to think of themselves as readers, however limited their skills. Problems should be acknowledged, but the children made to feel positive about their own ability to improve.

If it is found that a book is too hard for a child, it is important to make him or her feel that a positive choice of another book is being made, rather than using words like “too hard.” It is very easy to reinforce a child’s negative view of themselves as readers. Suggesting “a different kind of book,” or “a book you’ll enjoy more” are useful phrases.

Fluent readers need as much input, but of a different kind. Teachers should make sure that they are aware of how much reading a child is doing, what types of books and authors they are reading, and how much meaning and enjoyment they are getting from the texts.

Choosing appropriate books

Teachers will need to ensure that children have books that are at an appropriate level for their skills and understanding.

If a book is suitable for a child that should be able to read it without being continually prompted. If they need help with a word on every line, the book is too hard for them. They will lose confidence, feeling that reading is a skill they cannot muster, and will often stop trying. A suitable book allows children to enjoy their reading ability, whilst at the same time offers the teacher and child the opportunity to develop reading strategies and skills.

The child should not need help with more than 1 word in 20.

It is important for children to sometimes have a book that they can read with no help at all. They will gain satisfaction from being able to read by themselves, and develop fluency and expression.

Our aim is that children who are able readers should be given the skills to choose books that will extend their skills and thinking, and give them enjoyment. This begins, on average, during Year 2 where the more-able readers are encouraged to choose a 'reading book' from the main library, rather from the Bug Club reading scheme. The younger children will need support from our regular full time librarian but as the children grow more independent then the skills being developed will include:

- Using the banding system to look for books by favourite authors.
- Using recommendations from other children and adults to try new authors.
- Looking at the blurb on a book to discover something about its content.
- Reading the beginning, or a short extract from the book to see if it is suitable (and use the 'five finger rule' poster on display in the library!).

At the earlier stages of learning to read, teachers will need to be closely involved in the choice of book, although children will feel more in control of their reading if they can exercise a limited choice, for example – one series or another, or a choice of texts from within a series.

More fluent readers will be able to choose from an increasingly more challenging range of books, but should be encouraged to try authors and genres, which they may not have chosen for themselves. Teachers can encourage children to do this by:

- Allowing time for children to recommend books to each other
- Focusing on a specific author, displaying books in the classroom, reading extracts from different texts
- Focusing on a specific genre- science fiction, magic, humour and adventure

- Recommending specific books to a child who may need to widen their reading experience.

f) Involving Parents

Parents are often very keen to be involved in helping their child with reading, although it is important not to assume that this is always the case.

As a school we use a variety of ways in which to inform parents about the best ways that they can help their children read. These include sending out reading newsletters and holding information evenings. The emphasis is always on being positive, reducing tension and the pressure of seeing reading as a test to pass or fail. We encourage parents to try to enjoy reading with or to their children, and to share the pleasure of stories.

Teachers can reinforce these messages in the following ways:

- During parents' evenings, talk to parents about ways to help their child read
- If it is sensed that reading is leading to tension at home, send home books that the child can read competently without struggling
- Communicate when appropriate through a home/school reading diary – share aims and short-term targets
- Ask the parent to read to their child, and send home appropriate books
- Suggest that reading activities such as looking up T.V. programme listings, or making a recipe can be shared.

Parents of fluent readers may also need advice on the best ways to help their child. Suggestions such as these may be helpful:

- Make regular trips to the library
- Continuing to read more challenging texts aloud to their child
- Buying or borrowing story CDs (especially good for car journeys)
- Involving the child in purposeful reading at home, such as helping to read instructions.

Some parents may simply need reassurance that their child is making good progress, and that there is no need for any extra input, apart from their continuing support and encouragement.

The school SENCO has regular review meetings with parents of children on One Plans and EHCPs and sometimes, those who receive interventions (see later in policy). Teachers are also involved in these meetings. Parents will have copies of their child's One Plans, and may be given specific games or activities to practice at home.

g) 'Parent Readers'

We have a very enthusiastic band of reading helpers. Each parent is given training on listening to children read, and has a set of guidelines given to them. Parents usually come in for a whole afternoon session and take one child at a time to read with them. We have allocated various places around the school with comfortable seating. Each child is with the helper for about ten minutes.

Teachers ask the parents to record the reading in their reading file, and encourage feedback. The parent may help the child change their book. If the parent is concerned about the book the child is reading, they should consult the teacher.

We aim to allot at least one parent reader per class in the Reception and Keystage 1 Classes and one parent reader per year group in Keystage 2. As this is a big task to ask a parent to listen to ALL children in a year group, we have also introduced a focus on parent readers only reading with the children whose skills are less advanced than those of their peers.

h) The Library

A good library is at the heart of any school and we aim for our excellent library to feed and grow all aspects of learning across the whole school.

Books borrowed from the library are logged on the library computer system.

The library has a very wide range of CDs available for the children to borrow, on completion of a form that gives parental consent.

i) Library time

Teachers are allocated a Library Time slot of 30 minutes every week. The purposes of this are:

- to develop children's understanding of how a library is organised
- to interact with a professional librarian
- to be introduced to a wider variety of texts and authors
- to share and recommend books
- to listen to stories

Teachers are free to organise the Library Time as they wish though there should be a focus on developing at least TWO of the above purposes in each slot. The focus of the Library slot is not simply for changing books as children are encouraged to do this independently and increasingly regularly as they get older.

In order to locate books in the reference library, children will need to know how to use the library. The children are supported by our full-time librarian in choosing and locating relevant books. Children from Year 1 are introduced to the library in this way. In Reception, indeed in all classes, a wide range of information books are presented in each class for the children to use.

k) Book Corners

Every classroom should have a reading corner to provide a focus for the shared enjoyment of books, and to give reading a consistently high profile.

Reading areas could contain the following features:

- Special seating or a carpet to distinguish it from the rest of the room and to provide a comfortable space to sit and read.
- A collection of picture, poetry or short story books that can be read in one session, and which are regularly changed
- An occasional display of books on a theme, or the work of a favourite author.

Teachers can make the reading area an important focus by ensuring that the books are well displayed, and giving the children time to read, say in independent reading time.

Classrooms in Foundation Stage and Key Stage 1 often include a role play area where books will be located nearby. This should encourage the use of acting out scenes from a book, again making the reading process an enjoyable and motivating experience.

Teachers can also inspire enthusiasm for the books by pointing out new or favourite books to the children, as well as reading them to the class – this ensures that many of the children will then choose the books to read themselves. The books can also be used as a starting point to talk about favourite authors and illustrators. There has been a specially designed ‘Read-a-thon for grown ups’ to challenge adult readers to read and become acquainted with the best children’s literature today.

Classes will establish a shared pleasure in certain books and writers and illustrators, which will help give reading a high status for the whole class. It is especially important for children who are still learning to read, that there are books in the classroom that can be looked at purely for enjoyment. They should know that they can be “read” without having to de-code every word.

l) Reading to children

It is most important that teachers read regularly to their class. Children enjoy listening to all kinds of writing, and the shared experience of enjoying books and

stories together is very valuable. When teachers read to their class, the experience helps the children to:

- Extend their vocabulary
- Improve the quality of their writing
- Enjoy a text that they may not be able to tackle on their own
- Understand the structure of a long story
- Enjoy the anticipation of the next chapter
- Become aware of different styles of writing
- Develop listening skills
- Make sense of their own experience and relate to problems
- Feel part of the story and use their imagination
- Extend their experiences

A list of suggested books has been drawn up and given to staff, encouraging them to read at least a few of the given titles each year, as well as titles of their own choice. When book is well chosen, children look forward to reading times with great anticipation. Books should be chosen to supplement children's own reading by introducing them to new styles and authors. The book may be more complex than most of the children would be able to read without help, either because of the vocabulary, or ideas it contains. Teachers can help children to gain more enjoyment from the story by inviting them to anticipate what will happen, or reflect on the events of the latest chapter.

Reading poetry is also an important part of the shared enjoyment of literature. Some poetry is more immediately accessible to children than others, but teachers should try to include many different kinds of poems. Children often respond to poetry which adults would consider quite difficult. As poetry reading is established as an integral part of the curriculum, children will have the basis for writing their own poems, by drawing on the experiences of the poems they have heard.

m) Exciting Activities

Our librarians and English lead are always keen to promote reading in a variety of fun and exciting ways. We regularly invite writers to come in to the school. Our visitors in recent years include –Ali Sparkes, Nick Butterworth, Kevin Crossley-Holland, Michael Rosen and Kes Gray. These “author” days prove to be very exciting for the children, and we are able to follow the visits with some exciting follow up work. We arrange a book fair to coincide with the visit so that the children have the chance to buy the author's work and visit a bookshop.

We have created a termly read-a-thon which has proved very popular with the children, many of whom also went further to create a scrap book of their reading, showing their enjoyment and pleasure in the books they read.

n) Story CDs

The school has a collection of commercially produced recordings of well-known books, many of them available with copies of the printed book.

The story CDs can be used with small groups of children in independent reading time. For many, it is a new medium, and therefore enjoyable and exciting. We have a recorder which a whole group can use by plugging in a set of headphones. Listening to well produced tapes can stimulate interest in books and inspire the children to read the book for themselves.

DVDs should not be ignored, especially as so many classic stories have either been made into T.V series or produced as a film. Harry Potter is the prime example, but other stories such as "Stig of the Dump", and "I was a Rat" are both excellent examples of good literature being used for recording.

Part 2: How we teach Reading Skills to our children

In our school, reading is kept as a high-profile, high-status activity, which children should enjoy. We can achieve this aim by surrounding the children with good quality books, which are constantly used both by themselves and their teachers.

Effective readers possess these skills:

<i>Auditory</i>	<i>perception and discrimination categorisation memory sequencing</i>
<i>Visual</i>	<i>perception and discrimination categorisation memory sequencing</i>
<i>Language competence</i>	<i>correct use of tense correct use of grammar sentence construction ability to organise thoughts ability to follow instructions</i>

There are certain other skills that are essential in order to be a reader. These are taught in a specifically 'formal' way, through Phonics lessons and Whole Class Reading. These skill strands are specifically mentioned in the Frameworks for Assessment at Key Stages 1 and 2.

These skills are:

- decoding
- reading aloud with increasing expression
- recognising words and their meanings
- explaining and discussing their understanding of what they have read,
- drawing inferences
- justifying ideas with evidence
- predicting
- retrieving information
- summarising main ideas
- evaluating how authors use language
- making comparisons within and across books.

Whilst the children are acquiring this wide range of skills, their teachers also will demonstrate what being a reader is 'all about' by reading to the class, displaying specially chosen books in the classroom, and putting reading skills into context as often as possible.

We believe that as long as there are interesting and exciting activities happening in the classroom alongside the more "formal" learning activities, children will derive pleasure from reading.

How we teach phonics, the foundations of a good reader

The primary focus of our reading skills teaching is to ensure that all children have fluent decoding skills, so that they may actually read what words, sentences and paragraphs say in an increasingly competent and confident way.

The session is planned using the Letters and Sounds guidance, ensuring that there is a quality systematic phonics programme. The following notes are central to our delivery of a high-quality phonics programme.

Phonic work is best understood as a body of knowledge and skills about how the alphabet works, rather than one of a range of optional 'methods' or 'strategies' for teaching children how to read. For example, phonic programmes should not encourage children to guess words from non-phonetic clues such as pictures before applying phonic knowledge and skills. High quality phonic work will make sure that children learn:

- *Grapheme/phoneme (letter/ sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence;*
- *To apply the highly important skill of blending (synthesising) phonemes, in order, all through a word to read it;*
- *To apply the skills of segmenting words into their constituent phonemes to spell;*
- *Blending and segmenting are reversible processes.*

Teachers will make principled, professional judgements about when to start on a systematic programme of phonic work but it is reasonable to expect that the great majority of children will be capable of, and benefit from doing so by the age of five. It is equally important for the programme to be designed so that children become fluent readers having secured word recognition skills by the end of key stage one.

The programme should introduce a defined initial group of consonants and vowels, enabling children, early on, to read and spell many simple CVC words. If the programme is high quality, incremental and systematic it will, by design, map progression in phonic knowledge and skills. It should therefore enable

teachers to: track children's progress; assess for further learning and identify incipient difficulties, so that appropriate support can be provided.

Multi-sensory activities should be interesting and engaging but firmly focused on intensifying the learning associated with its phonic goal. They should avoid taking children down a circuitous route only tenuously linked to the goal. This means avoiding over-elaborate activities that are difficult to manage and take too long to complete, thus distracting the children from concentrating on the learning goal.

How we teach comprehension reading skills

Once children have mastered decoding skills, and have become reasonably fluent readers, teachers move to concentrate more on providing activities that will deepen the understanding of texts, and will help children to become reflective readers. Texts chosen for shared reading should encourage the following skills:

- Increasing sensitivity to meaning beyond the literal
- Ability to distinguish between more or less significant aspects of a text
- Asking and answering questions about a text
- Expressing opinions about books
- Supporting views about a story or poem by reference to text
- Developing awareness of how texts are constructed, and themes and images developed, being able to identify the genre
- Responding to plot, characters, ideas, vocabulary and organisation of language
- Using inference and deduction
- Evaluating texts and discussing them using correct terminology.
- Drawing links with cultural and historical contexts

Whole Class comprehension lessons

Many Reading skills are developed through group or independent work in the English lesson:

Discussion Children should be taught discussion skills, such as the ability to listen, to pose questions, to develop a line of argument.

Role play/drama Using situations or characters from a book as the starting point
(See Speaking and Listening Policy)

Art Pictures developed from a description of place or character, maps of story settings, cartoon or storyboards of significant aspects of a plot.

Looking at text To answer specific questions about vocabulary, meaning etc.

Whole class lessons can be carried out in a variety of ways and follow no prescribed format. However there are consistent aims for all year groups:

Main Aims in whole-class reading

- The teacher might model the reading by using expression and tone and should pass on a “feeling” for the text.
- Some of the texts should be just beyond children’s independent reading levels so that all children gain access to rich and complex writing
- Children are wholly engaged in reading and discussing the texts and should be involved by questioning and use of white boards
- Shared texts should feed into other independent reading.

If the lesson is focusing on answering specific Reading Comprehension questions - often a part of Year 2 to Year 6’s comprehension work - teachers will plan their own questions at the correct developmental level, using the Reading Target cards and question stems as a guide for consistency and expectation.

At whatever stage of development, it is essential that rich and varied texts be used during shared reading. To ensure that children develop the ability to get beneath the surface of the text, they need a great deal of experience of good quality children’s books. It is expected that the children are given a wide range of texts to read, from recipes and poems, to extracts from stories and newspaper reports. However, we like our curriculum to address also the need for engagement with real books and whole books, rather than piecemeal extracts which in isolation might be confusing and discouraging to children to engage in the joy of reading a whole book.

How we put reading into context: a reading-rich curriculum

1) Using fiction books in the classroom

Using a novel as the basis for a year group topic can produce some very interesting and productive cross-curricular work to enrich all subjects, and is an extremely good way of involving the whole class in developing many higher-order reading skills.

Books which have recently been used successfully in this way include, “The Iron Man” by Ted Hughes, “The Children of Green Knowe” by Lucy Boston, and “Wolves” by Emily Gravett.

Some examples of cross-curricular links:

Book Used – Wolves - Year 1

Geography Animals of the northern hemisphere
DT making a 'distressed' library book (like the original Wolves book!)
Science Animal life cycles/teeth
Music Creating and notating sounds which might suggest a wolf
Art Drawing – observational studies of animals (wolves)

Book Used – The Firework maker's daughter – Year 4

RE Buddhism
DT Making fireworks (imitation!)
Science Materials and their properties – mixing powders!
Music Gamelan music and the pentatonic scale
Art Jackson Pollock 'explosion' pictures

Book Used – Macbeth – Year 6

Science How powders react (mixing materials)
Art Clay busts of the main characters
Music Learning 2-part songs for a performance of the play
DT Creating a 3D diorama of a theatrical scene

Looking closely at the text of a fiction book will help develop children's ability in imaginative and creative writing, and will encourage them to try out different author's styles in their own writing.

2) Reading for Information

Reading for information is an important skill, which the children will need to use when working in almost every other curriculum area. During Foundation Stage and Key Stage 1, our children will have had experience of using simple information books to find out facts about a given subject. We aim to develop these skills across the whole school, so that children become competent in surveying, skimming and scanning, and rapid reading.

They will learn how to use an index and contents pages. Children will be taught to select books which will contain useful information, and to evaluate the usefulness of a selection of information books. They will also become familiar with the layout and classification of the reference library, and to be able to use encyclopaedias and access reference material online.

They need to have a very clear purpose when reading for information, and to know how to define the question they wish to ask. They should also know why they are looking for information, and what they will do with it, once found. A range of questions should be asked during the shared reading sessions, before the children begin to select book, or select information from books.

- Why are we looking for information on this subject?
- What do we know already?
- What do we want to discover?

- Where can we look for the information?
- How can we select what we need to know from our chosen texts?
- How will we organise the information we find?
- How will we communicate what we find out?

a) Why are we looking for information on this subject?

Children should have a clear purpose for their research. Examples might include:

- making a holiday guidebook,
- making an information poster,
- writing a letter as a historical character
- writing a newspaper report about an historical event
- writing an information leaflet about a particular subject
- answering questions in role.

b) What do we know already?

The children should have talked about what they already know about the subject, and devised meaningful questions about what they wish to find out.

c) What do we want to discover?

Children should be helped to identify **keywords** in their questions that will be useful in locating books in library or online, and locating information from a contents page or index. Keywords will also be valuable in skimming and scanning for information on a page.

A keyword can describe a large subject such as: rocks, gemstones, Earth, or a smaller specific area such as: limestone, stalactites and erosion.

Before children are given free access to the reference library, they should be taught how to select books from a more limited collection of the teacher's choice.

d) How can we select what we need to know from our chosen texts?

Skills of Skimming and Scanning need to be taught and practised during whole class, guided and independent reading times.

Skimming A quick read to get an overall impression of the text.

Scanning A quick search for specific information without reading the whole text.
Use the index to look up key words
Look down pages until you find the information you want

To provide practice in these skills, teachers could use a chosen piece of information text from which the children could:

- Identify (perhaps underline) key words and phrases
- Highlight relevant sections of text
- Make notes on the key information in the chapter or passage
- Draw the key ideas in a picture, or sequence of pictures.
- Draw a mindmap

Note taking skills should be taught and developed.

Children can be helped to learn how to make notes by:

- Watching a video or T.V. programme and noting key points.
- Reading a section or paragraph of a text and noting one keyword or phrase.
- Drawing a diagram or picture to remind them of what they have read.

The information they have found should be sorted by referring back to the original question and rejecting any unnecessary facts and information.

e) Communication

It is important that the children have real opportunities to present and share their work.

These could include:

- Making a presentation to the class
- Making a topic/information book or mini book on a particular aspect of the topic
- Record an information broadcast on a Learn Pad
- Taking part in a debate after researching your case
- Designing a poster or pamphlet
- Using an ICT programme, such as PowerPoint to present work
- Use the information to present a play or a dialogue.

Reading is a means of communication; there is no point in reading anything if it is not understood.

Teaching children working at greater depth

Some children will be working at a greater depth in their reading than the majority of the rest of the class. Teachers ensure that they provide opportunities to ensure the following is in place for these children:

- Challenges in reading material need to be greater (authors in fiction, variety of non-fiction)
- vocabulary is developed, not only identifying increasingly difficult vocabulary from the context/morphology of the word, but also developing a rich knowledge of unusual words (e.g. 'milling', 'brute'...)
- greater depth of understanding of 'hidden messages' / outcomes / predictions
- provision of a lively reading environment (book talk, book recommendation, book debate...)

In whole class or guided sessions, the teachers might focus on the following strategies to develop the skills of these children:

a) Remove all scaffolds

Teachers might pose questions in any order: for most children, you would discuss vocab / summary / intention first then start to move to more inferential questions. For greater depth, this 'text familiarisation' scaffold is removed and questions that need answering are posed straight away.

b) Develop Succinct answers

e.g. What's the most precise and efficient answer? How do you express your meaning in the shortest terms? What makes an effective answer here? What has it included?

c) Answers with more detail

e.g. answer '3 mark' type questions; use Point / Evidence / Explanation developed answers

d) Creative written responses

Ask the children to create a longer text of their own responding to the text and strand focus of the lesson e.g. if inference is being worked on by the whole class, then perhaps 'Write a letter as the character, saying why you are upset about what has happened'...

e) Comparisons to other texts

Give children 2 texts which deal with the same or contrasted theme(s). Ask them to shift between both and make comparative and personal response judgements about the two.

f) Creating aids for future reading

Ask the children to prepare a 'reading guide' for this sort of text so that children in the class (this year/next year) could use it to help them. What vocabulary is tricky? What main points need to be clarified? What are some of the 'hidden meanings' here?

g) Read and respond to more

Give the greater depth children more to read. It is harder to navigate over longer sections, especially chapters, so this could be employed more. It links to the 'remove scaffold' technique too as by only giving short texts to these children, they will find the answers much more easily than their peers. An example activity might be 'Find as many phrases or words as you can which develop an atmosphere of terror in this chapter'.

h) Book-based debate

Excellent for developing depth with ALL children. Focus questions on how particular characters have responded / what were the themes? / do you agree or disagree with the intention of the text? / what are your thoughts on this subject? / how do others respond.

Reading Interventions

Unfortunately, some children find reading a difficulty and need additional support.

Basic Reading Skills

Some children who join our school will have few reading skills, or be making little progress. Their level of ability can be determined by information from the previous school, from test results, or classroom observation. These children need immediate structured learning.

Phonics training has been given in the Letters and Sounds programme and we follow the protocol of the scheme (see above). Children may be offered extra lessons following this programme which involves developing synthesising skills, segmentation, phonic and sight vocabulary. The skills are practised on a very regular basis and are all linked to reading skills.

Teachers are encouraged in addition to use the Reading Target statements to help focus their individualised and group work so that children make effective progress. Further interventions focusing on answering specific questions about a text are also in evidence in our school.

Teaching assistants carry out structured programmes, under the guidance of the class teachers and the SENCOs. The SENCOs monitor the progress of the children with IEPs. The programme for deployment of TAs focuses especially on the phonics programme of support. Further details may be found in the SEN policy and questions may also be answered by the SENCOs and senior management team.

Part 3: Assessment of Reading

Teachers plan, teach and assess reading skills using copies of the Reading Target card for their year group age. A very few children with Special Needs will have selected targets from that or previous year groups. More able readers will NOT be given cards from later year groups: it is our aim to deepen not extend beyond their age-appropriate targets, as advocated by the National Curriculum.

Copies of these Reading Target cards appear on the next pages:

**Reception
Reading Target Checklist**

30 – 50 month statements

Understanding language patterns:

I enjoy rhyming and rhyming games.

I show awareness of rhyme and alliteration.

I recognise rhythm in spoken words.

I listen to and join in with stories and poems, one-to-one and also in small groups.

I join in with repeated refrains.

Story Structure:

I anticipate key events and phrases in rhymes and stories.

I am beginning to recognize how stories are structured.

I suggest how the story might end.

I enjoy listening to stories with increasing attention and recall.

I can describe main story settings, events and principal characters.

Pre – Reading Skills:

I show interest in illustrations and print in books and print in the environment.

I recognise familiar words and signs such as own name and advertising logos.

I look at books independently.

I handle books carefully.

I know information can be relayed in the form of print.

I can hold books the correct way up and turns pages.

I know that print carries meaning and, in English, is read from left to right and top to bottom.

40 – 60 month statements

Language patterns:

I can continue a rhyming string.

Using phonics skills:

I can hear and say the initial sound in words.

I can segment the sounds in simple words and blend them together and I know which letters represent some of them.

I can link sounds to letters, naming and sounding the letters of the alphabet.

I am beginning to read words and simple sentences.

Reading for pleasure:

I can use vocabulary and forms of speech that are increasingly influenced by my experience of books.

I enjoy an increasing range of books.

I know that information can be retrieved from books and computers.

Early Learning Goal

I can read and understand simple sentences.

I can use phonic knowledge to decode regular words and read them aloud accurately.

I can also read some common irregular words.

I demonstrate understanding when talking with others about what they have read.

Year 1

READING STATEMENTS	Evidence
I can answer 'vocabulary' questions such as...	
Find and copy one word that means/that means that same as...	
Which word/phrase/sentence tells you...	
Which word/phrase/sentence describes...	
Match word cards to similar meaning words	
I can answer 'reading between the lines' questions linked to my own experiences	
Examples:	
Who does this character remind you of?	
Give simple reasons for why a character acts in a particular way. (e.g. Why does X do this....?)	
At the end of the story x is sad. Why?	
Why might you act like X?	
I can answer 'prediction' questions such as...	
What do you think happens next in the story?	
I can answer questions about 'main ideas' such as...	
What made...? What do...? What happened when...? What two things does the text suggest...?	
Who did...?	
When did...?	
Why did...? Why was...?	
Where is...?	
Where were they going...?	
How many...? How can...?	
Say whether a sentence is True (Yes) or False (No)	
I can answer 'summary' questions such as...	
Finish the sentence	
Sort three or more events in a story to show the order of events	
Be able to identify what a book is about; e.g. by reading and discussing blurbs.	

Year 2

READING STATEMENTS	Evidence
I can answer 'vocabulary' questions such as...	
Find and copy one word that means/that means that same as...	
Find and copy two words that show...	
[quote from text]. This means that...What does this mean?	
Find and copy a phrase that tells you/shows you...	
Which phrase in the text describes...?	
Draw lines to match the words to their meaning.	
I can answer 'reading between the lines' questions such as...	
Who does x remind the author of?	
Why does the author like...?	
Give two things that x does that shows...?	
Why did...[quote from the text]?	
At the end of the story x is sad. Why?	
Why might...?	
I can answer 'prediction' questions such as...	
What do you think happens next in the story?	
How do you think x felt when...? Explain your answer using evidence from the text.	
I can answer 'find the part' questions such as...	
Use evidence from the text to explain your answer	
How do you know that...?	
I can answer questions about 'main ideas' such as...	
What made...? What do...? What happened when...? What two things does the text suggest...?	
Who did...?	
When did...?	
Why did...? Why was...?	
Where is...? Where were they going...?	
How many...? How can...?	
Tick to show what x did.	
Give two things that people made/did...	
Put a tick in each row to show whether each statement is true or false.	
Draw lines to complete the sentences so they describe what the man did.	
I can answer 'summary' questions such as...	
Finish the sentence	
Number the sentences 1-5 to show the order that they happen in the story.	
What is the text about?	

Year 3/4
Reading Target Checklist 2016-17

I challenge myself to read more advanced texts suitable for my age.

I ask my teacher, friends and librarian for suitable books that will challenge me and that I will enjoy.

I regularly ask what words / parts of the text mean if I'm not sure.

When I read aloud, I try to show the meaning or feelings of the text in my voice.

I can answer '**Vocabulary**' questions such as...

- *Find and copy the word/phrase which shows...*
- *Find the sentence which shows/means...*
- *Match words to their meaning*
- *What impression does [this word/phrase] give you of [...]?*

I can answer '**Reading between the lines**' questions such as...

'In your own words...'

- *How does [character name] feel when...?*
- *Why did he think...?*
- *What does [character name] mean when s/he says...?*
- *Why did [character name] decide...*
- *What does [character 1] think of [character 2]?*

I give examples (words or phrases) from the text which support exactly what I mean.

I can answer '**Prediction**' questions such as...

- *What do you predict might happen?*
- *How do you think the main character might feel after this?*
- *What does the text suggest may happen next?*

I can answer '**Find the part**' questions such as...

- *Is this statement true or false...?*
- *Is this statement a fact or an opinion....?*
- *Be able to find answers to questions directly from the text (e.g. What TWO things would you find inside the chest?)*
- *Write TWO things about...[character name/concept]*
- *Fill in tables with information, such as...*

Name	King Henry VIII
Age	
How long he reigned	
Name of his daughter	

I can answer questions about '**Main ideas**' such as...

- *Which of these statements about the text is true?*
- *Which of the following 'lessons'/'messages' would best fit this story/text?*
- *What is the main purpose of this text?*

I give examples (words or phrases) from the text which support exactly what I mean.

I can answer '**Author's meaning**' questions such as....

'In your own words...'

- *Explain what this description suggests about...*
- *How does the text make it sound easy / exciting / thrilling / difficult to....?*
- *Why has the author printed this in this way? (e.g. italics/bold/pronunciation guides)*
- *How does this...help the reader?*
- *How does the author make this part seem exciting/scary/mysterious etc.?*
- *Why does the author compare X to Y (simile/metaphor)?*
- *What is the effect of using words like X, Y, Z/using short sentences/lots of exclamation marks (etc) in this text?*

I give examples (words or phrases) from the text which support exactly what I mean.

I can answer '**Summary**' questions.

Be able to answer questions such as:

- *What is this part mostly about? (with given suggestions)*
- *Which of these stories/poems did you enjoy more? Explain your answer.*
- *Number these statements in the order they appear / are expressed in the text...*
- *Which section in the text might you find a sentence which says [...]?*
- *Where might you find this text? (e.g. in dictionary/guide to zoos/a newspaper...)*
- *What are the TWO main points the author makes in this text (with given choice of answers).*

I can show how the mood / feeling / action changes across the text.

Years 5 and 6
Reading Target Checklist

I challenge myself to read more advanced texts suitable for Year 5 and 6.

I ask my teacher, friends and librarian for suitable books that will challenge me and that I will enjoy.

I regularly ask what words / parts of the text mean if I'm not sure.

When I read aloud, I try to show the meaning or feelings of the text in my voice.

I can answer '**Vocabulary**' questions such as...

- *Write the word which is closest in meaning to...*
- *Copy the phrase which means the same as...*
- *Find the sentence which shows/means...*
- *Give the meaning of the word ??? in this sentence.*
- *Find the word(s) which suggest [danger, excitement, sadness]*

I can answer '**Reading between the lines**' questions such as...

- *How can you tell...*
- *How do you know....?*
- *What impression do you get from...?*
- *What does this word suggest about...?*
- *What evidence is there of....?*

I give examples (words or phrases) from the text which support exactly what I mean.

I can answer '**Prediction**' questions such as...

- *What do you predict might happen?*
- *How do you think the main character might feel after this?*
- *What does the text suggest may happen next?*

I can answer '**Find the part**' questions such as...

- *Write down three things that you are told about...*
- *Give two reasons why....*
- *Is this statement true or false...?*
- *Is this statement a fact or an opinion....?*

I can answer questions about '**Main ideas**' such as...

- *Which of these pictures/sentences best represents...?*
- *Explain how she felt about...*
- *What is the main message/moral of the text...?*

I can identify parts of the text which show:

- *setting*
- *action*
- *lessons learned*
- *characterisation*
- *Past/future events*

I give examples (words or phrases) from the text which support exactly what I mean.

I can answer '**Author's meaning**' questions such as....

- *Explain what this description suggests about...*
- *How does the text make it sound easy / exciting / thrilling / difficult to....?*

I give examples (words or phrases) from the text which support exactly what I mean.

I can answer '**Summary**' questions.

I have a good sense of the main ideas at the beginning, in the middle and at the end of the text

I can show how the mood / feeling / action changes across the text.

Children working below the National expectations at the end of Key Stage 2 may be assessed using the following Pre-Key Stage framework:

Pre-Key Stage 2 Assessment Reading

Foundations for the expected standard						
The pupil can: respond speedily by saying or communicating the correct sound for all the letters of the alphabet						
blend the sounds for all letters of the alphabet into words ¹						
sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences (GPCs)						
answer literal questions about a familiar book that is read to them.						
Early development of the expected standard						
The pupil can: read accurately words that contain the common graphemes for all 40+ phonemes* by blending the sounds if necessary						
read many common exception words* (e.g. including <i>the, said, could</i> and <i>some</i>).						
In a book closely matched to the GPCs as above, the pupil can: read aloud many words quickly and accurately without the need for overt sounding and blending						
In a book closely matched to the GPCs as above the pupil can: sound out many unfamiliar words accurately						
Growing development of the expected standard						
The pupil can: read accurately most words of two or more syllables						
read most common exception words.*						
In books that are appropriate for the pupil's developmental stage, and with age-appropriate content, the pupil can read words accurately and fluently without the need for overt sounding and blending.						
In a familiar book that they can already read accurately and fluently, the pupil can make some inferences on the basis of what is being said and done.						

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Recording Reading Progress

As part of our assessment policy, each teacher keeps a file to record reading progress. These files should include the Reading Target cards used by the teacher to plan and teach particular skills.

It is most important that any comments that the child might see are positive (e.g. comments written down by the teacher during a reading session). We are aiming to promote self-esteem in every child, and help them improve their reading by encouragement and praise.

Reading Tests

From the year 2017-18, all classes from Year 2-6 will also take termly, non-Statutory SAT tests so that the teacher can analyse the ongoing progress made throughout the year. These results are passed to the next teacher so that reading targets can then be set, using Reading Target cards. These will be the focus of whole class reading sessions.

Some children on One Plans, or who have a statement identified by the previous teacher and by the SENCO, or even children working at the expected level (though at the weaker end) will need to be assessed closely in the Autumn term. This might take the form of a check of letter sounds and high frequency words or use a standardised test, such as Daniels and Diack. Close recording and monitoring of these children's results and performance is detailed on their One-Plans or in regular Intervention.

Marking and Feedback of reading

Further details of this are given in the Assessment policy, including details of how learning intentions and success criteria are assessed.

The success of our Reading Policy will be assessed by the enthusiasm and enjoyment the children derive from their reading, and the progress and achievement they make in developing the range, fluency and accuracy of their reading skills.

Children will be taught to read, understand and respond to a variety of texts, both fiction and non-fiction.

Indications of our success in developing higher order reading skills, and introducing children to a wide variety of literature will include:

- In-depth and quality of the discussion about books
- The quality of written work, which reflects the variety of children's reading
- The use of the fiction and non-fiction sections of the library.

Teachers will monitor reading standards in their classrooms in the following ways:

- How successfully do children employ appropriate strategies for reading?
- Is the children's ability to choose appropriate and varied books increasing?
- Do the children readily turn to books to gain information?
- Do the children have appropriate and efficient strategies for finding information from books?
- Is there genuine enthusiasm and enjoyment from books in the classroom?

Whole school evaluation will include ensuring that:

- Children who require systematic teaching of reading skills have a planned and consistent programme, and their reading is being monitored on a regular basis, for example by utilising the parent readers to conduct extra reading sessions with them
- There is appropriate differentiation in language activities
- Year groups are using resources appropriately
- Children are being introduced to a wide range of literature during reading lessons and beyond
- Books are an important feature in every classroom
- Annual test results are of a high standard
- Analysis of Key Stage 1 and Key Stage 2 results show good improvement.

Regular analysis of reading tests is undertaken and tracking grids are completed termly by the class teacher.

Gifted and Talented

Children who are identified as working at greater depth in their reading, are given the opportunity to extend their reading experience. Teachers recommend books to them, which will widen their reading vocabulary, and give the children the opportunity to discuss these books with each other. They have the chance to recommend books to others and are encouraged to discuss the issues raised in the books. Year 6 are grouped for some of their reading activities in preparation for the SATs. The higher group is given more challenging texts to look at and they are encouraged to look beyond the literal meaning of the text. They are also recommended challenging books to read.

Equal Opportunities

Both boys and girls will follow the same reading curriculum. Books used in school will have been chosen to show a wide range of role models, both male and female, and children will be encouraged to choose from a wide range of fiction with both male and female characters. We encourage male helpers to come into school to listen to children read, although it must be said that most of our volunteers are female.

Multi-cultural Policy

The library is stocked with books from a wide variety of countries and customs. Special attention is placed on featuring books set in other lands about children of different races and cultures. Stories from the traditions and religions of other countries should be regularly introduced to children. Our topics include many texts on multi-cultural subjects. The range of topics include:

‘Around the World’ in Year 1 focuses the children on looking at the wonderful cultural differences across different continents.

The India topic focuses on myths and legends from India. Alongside the factual research on Hinduism the children closely study the Ramayana story in order to produce a puppet performance of the story.

Year 4 studies the Jewish festival of Hanukkah. They focus on stories from Jewish culture as well as looking at stories from the Old Testament. This topic involves a trip to a synagogue so the children read about the traditions and customs of the Jewish faith.

