

Days Lane Primary School



Reading Policy

Days Lane Reading Policy

Aims:

At Days Lane Primary, we whole-heartedly believe that reading is of vital importance to all children. We believe that it is our moral duty to ensure that all of the children in our care are taught how to read and how to understand what they have read, linking it to their own lives and experiences.

This is achieved through teaching both word recognition and comprehension skills alongside each other. 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. In all year groups, children are taught the skills they need, but our aim is that the majority of the word recognition skills are taught in EYFS and KS1, so that by the time children reach Year 3, they are fluent readers and able to access a wide range of texts. To support children's comprehension skills, teachers teach how to read like a reader wherever needed.

All pupils are encouraged to read widely across both fiction and non-fiction to:

- develop their knowledge of themselves and the world in which they live
- to establish an appreciation and love of reading
- to gain knowledge across the curriculum.

Expectations:

Reading widely and often increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech. These words are reinforced in lessons and children are given the opportunities to explore word meanings and encouraged to use these words within their own speaking and writing where possible.

Reading feeds children's imagination, opening up a treasure house of wonder and joy for curious young minds, and as such is a significant focus throughout the year at Days Lane. Our topics are based on and around high-quality core texts and reading is encouraged throughout the year through events such as: book fairs, National Poetry Day, World Book Week, topic Friday's and Picture Book Weeks.

Reading Champions are chosen each half term by each class teacher from Reception to Year 6. Children are selected for this award for a variety of reasons, including most improved reader, attitude and enthusiasm to reading or progress in reading. To celebrate our Reading Champions, we display their photographs on a noticeboard, and send certificates home to share their achievement.

It is essential that, by the end of their primary education, all children are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. To achieve this, the children are expected to achieve milestones throughout their time at school including achieving phase 1 in phonics by the end of Nursery; achieving phase 3 in phonics by the end of Reception and achieving phase 5 in phonics by the end of Year 1. Children who do not achieve these milestones are then targeted to catch up through intervention.

Reading Corners

It is the expectation of the school that every class has an established reading corner. This should be a stimulating area, promoting authors, texts, puppets etc. and inviting children to share books and encourage a love of reading.

In Early Years and KS1, reading corners are both engaging and inviting. Props, such as puppets, are available to encourage children to retell and act out stories. Books are organised into genres to help children select reading books for pleasure. Each reading corner has a selection of age appropriate books, increasing in complexity as the children move up to Year 2 and in preparation for KS2.

In KS2, a wide selection of books, from a range of genres, are organised into labelled baskets. These books will include fiction and non-fiction texts and topic books. These books are colour coded according to their genre, in order to aid selection by children and for practical organisational purposes.

Pupil voice has enabled book corners to feature the classes top 10 children's choice of favourite authors, and a basket of these books are made available for the children to enjoy.

Reading corners may also include children's own reviews of books or pictures of their favourite books, as a means of recommending books to their peers, as well as reflecting on their reading material.

In KS2, sentence stems are displayed which support the children's responses during reading lessons. These highlight and support the teaching of the key reading strategies taught and include: summarising, questioning, inferring; clarifying, making connections, evaluating and predicting.

Reading for Pleasure

Reading for pleasure is an important part of the reading curriculum at Days Lane and children are given the time to read and discuss the books they enjoy, through reading lessons, teachers reading aloud and when reading to an adult. Teachers' and support staff model this process and encourage the children to reflect on their own reading and share their opinions as much as possible.

In Early Years and KS1, children select a reading for pleasure book to take home. We encourage parents and children to share these books at home, alongside their phonics reading book and change them on a weekly basis.

Class teachers invite children to recommend books to share as a class, and the teacher will read the chosen text to the class regularly throughout the week (usually three times a week at the end of the day in KS1 and KS2 and at least twice a day in the Early Years). Reading material will vary for these sessions and will be a book from the book corner (including from the Class top 10 books or authors), topic books on display or from books that children have brought into school to share with the class. This quality reading time, allows the teacher to model the reading process and engage the class in a memorable reading material.

The benefits of class teachers reading with their class can be summarised as follows:

1. Shared reading models good reading

The teacher is the expert reader in the classroom. Sharing a book allows for the modelling of fluent, expressive reading.

2. Discussion, discussion, discussion

Shared reading is the perfect vehicle for rich discussion. From large picture books to full-length novels, every book contains countless talking points. Teachers can tap into the topics or issues inside a book and pose questions to the children.

3. Language finds another layer

Children more readily accept spoken words than written ones. For a child who finds it difficult to decipher text on a page, shared reading is a way to improve their general language skills.

4. Teachers are entertainers

Shared reading can be fun. Never underestimate the power of an enthusiastic shared reading session.

5. Shared reading promotes a love of reading

If you give something enough time, it eventually catches on.

Links with other areas of the curriculum

There is additional time outside of English and reading lessons to develop reading skills across different areas of the curriculum. The teaching of reading develops skills through which our children can give critical responses to the questions they meet in their learning of other subjects e.g. science, geography, history. Their understanding and appreciation of a range of quality texts should bring them into contact with their own literary heritage, texts from other cultures and those which highlight the diverse society in which we live. The organisation of lessons will allow children to work together and provide them with an opportunity to discuss their ideas.

Reading Lessons

The children's taught reading sessions will be a combination of whole-class sessions, group work, individual work and a weekly comprehension lessons.

These sessions will follow these guidelines:

Phonics Lessons

In Early Years and KS1, phonics lessons are taught daily for 20 – 30 minutes. Each session includes:

Review - previously taught sounds (phonemes) and words

Teach – introduce children to a new phonemes and related words. Tricky words (non-decodable words) are also taught.

Practise – reading and writing new letters and words

Apply – teachers plan for a variety of activities to enable children to apply new phonemes

Phonics lessons are taught in ability groups which are fluid with children moving groups according to their progress and gaps in knowledge.

Children are issued a decodable book to match the phase and set that they are being taught during phonics lessons. Phonics books are changed weekly and as children move through the phonics phases, the difficulty of these books increase. Children are also assigned phonics books on our online reading platform – Bug Club.

Phonics Screening Test – In the summer term of Year 1, children sit the phonics screening test. This test involves the children reading a mixture of real and pseudo (alien) words and assesses children's ability to decode words on the basis of their phonics knowledge. If a child does not pass the test in Year 1, they will re-sit the test in the summer term in Year 2.

KS1

In Years 1 and 2, guided reading sessions are differentiated and based on teachers teaching a reading session to a small group of children each day. During this session, children are encouraged to use a range of strategies to read and answer a variety of comprehension questions. Each group will engage in a different reading activity each day.

KS2

In Years 3 to 6, the reading sessions follow the 'Destination Reader' model. This involves daily sessions incorporating whole class modelling prior to the children applying these skills through partner work and independent reading. This approach involves using clear reading strategies to support comprehension and learning behaviours to support children in conversation. Children deepen their understanding of the texts they read, through the systematic use of a series of strategies and language stems.

The approach encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum by creating deep understanding of texts, developing oracy around reading and increasing breadth of reading. Destination Reader also helps to build a culture of reading for pleasure and purpose.

Daily reading lessons are 40 minutes, with an hour long comprehension lesson every Friday. During reading lessons, children use a text that the teacher has introduced to practise various reading strategies. Children read in partners or independently. They focus on verbal use of strategies in mixed ability pairs. Twice a week, they record responses in mini written tasks, known as selfies.

Once a week, on a Friday, the children complete a 'Big Picture' independently using a longer, unseen piece of text. This provides an opportunity to answer written comprehension questions in any format or context. Children build on the Destination Reader lesson focus of developing oral responses through targeted questioning. Having high expectations of responses across the week through oral, answers supports the development of written responses.

Class teachers use individual assessment frameworks during guided reading sessions to update the progress of children.

Reading with individuals

The class teacher and LSAs will listen to children read individually. The idea is:

- Class teachers will read with the lowest 20% of readers from their class weekly
- Year group LSAs will read with lowest 20% daily
- All children will read with the class teacher at least once a week

Reading Records

In the Early Years, children are expected to read/share books at least 5 times a week for 10 minutes. Parents are asked to complete the Reading Record each time they read with their child. Children are encouraged to make a comment, related to the book, in the appropriate section of their record,

In KS1, all pupils are expected to read at least 5 times a week at home for 10 minutes. Parents are asked to complete the Reading Record each time they read with their child. Children are encouraged to make a comment, related to the book, in the appropriate section of their record,

In KS2, all pupils are expected to read at least 5 times a week at home for 15-20 minutes. Children are expected to record their reading in their Reading Records. A written comment is to be recorded on a weekly basis, based on the child's reading material.

Reading records are monitored on a weekly basis and if expectations are met, 5 house points are rewarded. A sticker is added to reading diaries to celebrate this achievement.

Assessment

Assessment for learning is ongoing. Teachers assess attainment in reading daily during reading lessons, when hearing children read in groups and individually, through written assessments of comprehension and during independent learning – either written or verbal. Summative assessments are used, including NFER (termly) and the Salford Reading Test (termly), which provides each child with a reading age.

Each child has a reading assessment framework record relevant for their year group, which tracks their progress and gaps in knowledge. These are updated regularly by teachers and provides important information to inform planning and feedback to parent about the progress of their child.