



READING POLICY

The development of reading skills takes place within the development of the literacy framework as a whole. The aim of the policy is to ensure that learning opportunities are in place to enable all pupils to become fluent and effective readers by developing good word reading skills alongside enjoyment and understanding of the content at both the literal and inferential levels. As the demands on pupils for reading change throughout their education, the policy records that development throughout Danes Hill School. Progress in reading is tracked and assessment data is made available to all staff. Progress in reading is reported back to parents on request, through Staff/Parent biannual meetings, through ongoing parental meetings and in school reports.

Assessment:

Reading levels and skills are assessed using the following methods:

All pupils from Year 2 to 8 are group tested annually in the Autumn Term. The Suffolk Reading Scale is used and their reading age established from the vocabulary-based reading test. Year 1 pupils are tested using standardised materials in the Summer Term. These results are recorded onto SIMS. INCAS is used in addition in Years 1, 2, and 3. The INCAS reading assessment informs on reading accuracy and comprehension skills. This enables progress to be tracked alongside the Suffolk results and is useful for the additional information given. Pupils identified as having some difficulty with reading are then tested individually using YARC (York Assessment of Reading Comprehension) and offered further support through the Kingfisher programme in Year 2 of enhanced phonic work or additional reading support in the Lower and Middle School. Using the information from INCAS and YARC pupils can be identified as:

- *Early Reading Support:* these pupils require additional support to help them blend, decode and recognise high frequency words successfully.
- *Transitional Readers:* these pupils are able to bring their previous knowledge to read texts but still require support to develop strategies to unfamiliar vocabulary. Their comprehension skills require development.
- *Fluent Readers:* these pupils are able to attempt challenging and unfamiliar tests.

The Early Years Foundation Stage

Transition:

In Transition the children are exposed to a large variety of books, both from the library and the classroom Book Boxes in the form of fiction, non-fiction and poetry. They are encouraged to recognise that the text conveys meaning in the form of stories. They listen to stories read by their teacher every day. They are encouraged to respond to the stories and the language patterns and rhymes used. The children are introduced to characters and the plots of stories. They are encouraged to respond to the story lines by providing their own endings and predicting the text. There are 'big books' for reading to the whole class in addition to the wealth of individual books. The sequential nature of the story written from left to right running through the book is reinforced and they are shown that each page with text on can be read.

Procedure:

- Pre-reading skills are developed and the children are taught the alphabet through a phonic scheme. They are taught to recognise and say the sounds representing the letters and some elementary blending skills are introduced. Work on word recognition is undertaken by looking at books, labels, posters and written words from individual requests. The children work on a progressive list of library skills in a weekly session.
- The children are taught how to look after and value books.
- Individual children are heard to read at school where appropriate but no 'reading scheme' books are sent home.

Resources:

Information is made available to parents to enable them to support the work based on a phonetic approach, blending skills, the 42 phonemes and games that can be played at home to support the development of reading skills is available for parents. Also there is a chosen phonics scheme and resources; classroom Book Boxes and library books; reading scheme and non-reading scheme books available daily. By the end of the Transition Year the majority of children are expected to have developed a firm understanding and recall of all initial letter sounds. The progress made in literacy is recorded in each pupil's Learning Journey and includes their development in the use of spoken language; listening and attention; ability to follow instructions; writing skills; handwriting; level of phonics understood; attitude to books and an understanding of the symbols used.

Reception:

After a revision of the letter sounds previously taught, the children learn how to blend sounds, although some will already be able to tackle these skills. They follow the chosen phonics scheme progression for teaching phonemes and encounter encoding and decoding skills in their daily phonics lessons. Where high frequency words are taught and do not conform to the level of phonic knowledge understood, 'look and say' methods with flashcards are used to aid whole word recognition and recall. Capital letters are now taught and the letter names reinforced. The children continue to be encouraged to listen and respond to stories as well as to anticipate the flow of language and rhyme.

Procedure:

- High frequency words are sent home for reinforcement.
- Each child proceeds onto the reading scheme when they are ready. They progress through the scheme at their own pace and comprehensive records of individual progress are kept.
- Each child reads daily with the form teacher or classroom assistant and there is reading homework three days a week and this is increased as the year progresses.
- There is a daily reading record booklet accompanying the reading materials sent home. The record booklet provides a useful home/school liaison in addition to an overview of the nature and rate of individual progress.
- Every week each child takes home a non-reading scheme book of their own choice from the classroom Book Boxes and every day the children listen to stories read by the teacher. They are encouraged to listen and respond to the stories narrated and anticipate the flow of language and rhymes. Reading comprehension is expanded

through the exploration of the meaning of words and sentences. The children are encouraged to put words into sentences orally to explore new vocabulary.

- Guided reading groups are organised in Reception and a record kept of progress.
- The children continue to have a weekly session in the library throughout the year.

Resources:

Library books and choices from the classroom Book Boxes; 'big books' for reading to the children and guided reading books

Phonics in the Foundation Stage and Year 1:

The children follow an early phonics programme that teaches 5 basic skills:

- Learning letter sounds- the 42 phoneme:
- Learning letter formation
- Blending skills for reading
- Identifying sounds in words for writing
- 'Tricky words'- irregular words

The chosen phonic scheme is multi-sensory, active and suitable for young children. The sounds are taught using a short story and an action using movement, hearing, looking and speech to help them consolidate their learning. The children learn quickly as they enjoy the sessions.

Year 1:

The phonic knowledge is revised and expanded using the chosen phonic scheme to encourage progress in reading skills and each child continues to work through the reading scheme at his/her own pace. Daily phonics lessons take place and use the Year 1 Spelling Scheme as the basis. The single vowel sounds are reinforced and then work proceeds on the vowel digraphs. The children are encouraged to generate their own words from given sounds. They are taught to segment words and identify where sounds are in the sound stream- the initial, medial and final sounds.

Procedure:

- Every child reads daily at school in the form of guided reading or individual reading to the class teacher or teaching assistant.
- As in Reception, the children take home spelling booklets to learn.
- The children continue to hear books read by their teachers and respond to them appropriately in terms of story content and to anticipate the written language and rhyme. They are encouraged to anticipate what 'happens next'.
- Year 1 children are encouraged to read silently and this skill area is useful for the most able readers. They are given ample opportunities to read for pleasure and can choose their reading materials from the classroom Book Boxes and from the library.
- Group guided reading is used weekly.
- Struggling readers work with the class teacher and/or assistant for additional support to help build their reading skills and confidence.
- The 'Early Morning Reading Club' provides additional support in small groups. The groups are revised throughout the year.
- Extension opportunities are provided for exceptionally able children in the Year 1 Extension Literacy Group.
- Children continue to take home a book from their form Book Box each weekend and they are encouraged to be adventurous in their choice.

- Children are assessed each term to track progression in literacy skills. At the end of Year 1 these assessments are used to help inform Year 2 teachers about the children's progress to date, future learning requirements and setting for Literacy in Year 2.

Lower School: Years 2 and 3

To build upon the reading skills developed by the end of Year 1, guided reading is used in addition to individual reading opportunities. The aim of the reading initiatives in the Lower School is to encourage reading fluency, comprehension of text, enthusiasm, language skills and confidence. Appropriate texts are chosen in the knowledge of individual reading development.

- *Book introduction:* a recapitulation to include the opportunity to share the learning objectives.
- *Strategy check:* an opportunity to identify words, letters and sounds in the text. Teach decoding skills where necessary. Allow time for weak readers to work on skill development.
- Independent reading: pupils have the opportunity to read silently and weak readers can share the text with the teacher. Activities linked to the reading can be set and completed by pupils when they have finished their set reading and thus pupils are able to work at their own pace.
- *Returning to the text:* at this stage a discussion of the text can take place and a range of comprehension techniques can be taught. There is an opportunity to verify predictions at this stage and to clarify issues linked to vocabulary and decoding.
- *Follow up:* the reading can be linked to other work in the curriculum and to review the reading objectives set.
- *Strategies to develop an understanding of text:* to deduce, infer or interpret information, events or ideas from texts; to use knowledge of the story to make predictions; to connect information together to draw out implied meanings; to distinguish between more or less important information and to use clues from what the characters do and say to explore motives.
- *To identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level:* to make use of book conventions and organisational devices and to participate in group discussions to find information.
- *To explain and comment on a writer's use of language including grammatical and literary features at word and sentence level:* to comment on the effect of specific words and how they convey meaning and to discuss language patterns and how they contribute to the meaning.
- *Identify and comment on the writer's purposes and viewpoints and the overall effect of the text on the reader:* to respond to the text and say what they liked and disliked about it and to identify the main purpose of the text.
- *To relate texts to their social, cultural and historic contexts and literary traditions:* to identify traditional characters and settings and to relate the texts to authors.

- *Additional approaches include:* discussing the title, chapter headings and illustrations; memory recall and discussion from key words; visualisation/ graphic representations/ verbalisation linked to differing learning styles; questioning to elicit literal, inferential, speculative and evaluative responses to develop comprehension; story maps, word webs, flow charts to track story or progress of a character; thought tracking and thought bubbles; developing understanding of characters by drawing and using cartooning with speech; perusal of pictures and text and linkages; look at illustrations only and prediction of story line; and for pupils to discuss own responses to the dilemma points reached and compare with group and actual story.

Procedure:

- The Form teachers keep reading records and these are passed on annually.
- Teaching Assistants and staff working for the Learning Support Centre all liaise with the form teacher to ensure smooth progress for every pupil and the form teacher liaises with parents over reading.
- Year 2 and 3 have four timetabled reading periods a week. Reading is set daily for homework and at the weekends.
 - Pupils who need additional reading support are put on the Kingfisher programme (Year 2) or Wrens Reading Groups (Year 3) and/or referred to the Learning Support Centre. Very able readers are given reading extension group work with the Head of Lower School.
- Pupils go to the Library once a week in their form classes. A book is read to them and could be a picture book, a chapter or whole book chosen from the fiction section that is appropriate for them. The children choose two books from the Library during their weekly library lesson. They may choose from a range of information books or fiction. They keep these books in their desks. Exceptional readers may be allowed to choose their books from the fiction section for the next year group. As the books are chosen to be age appropriate rather than levelled, any choices in the next age range are closely monitored.

Resources:

A comprehensive choice of reading scheme and library books is available. The Teaching Assistants further support the work on reading. The resources used for guided reading are outlined in the Teacher Guide books. The fiction and non-fiction texts are referenced within each unit of the Teaching and Planning Guides. In Years 2 and 3, teachers select books appropriate for each group within their class. The Librarian plays a key role in encouraging pupils to develop their reading skills and widen their interests by organising competitions, book fairs and events on 'World Book Day'.

Middle School: Year 4 and 5:

- Reading is timetabled daily and takes place during the reading periods in the classrooms with the form teachers.
- Guided reading and individual reading is supported by the form staff and the RAs.

- Reading record books are kept to track progress.
- Year 4 pupils have a library session each week.
- Year 4 pupils also use the reading area near their form rooms. They record their books in their reading journals and read every evening at home.
- Year 4 pupils can also go to the Library before school and during a lunch time to return books and select new ones.
- Library Challenges: these are designed for Middle School pupils to encourage them to read more of selected writers that they have enjoyed.
- Year 5 pupils have a library session during their English lesson. The librarian and their set English teacher assist them in their book choices.
- Reading extension activities are arranged for pupils as appropriate and a list of current initiatives is available from the library.

Upper School- Years 6, 7 and 8:

Procedure:

- Pupils visit the Library weekly to select books and are given guidance on personal choices that they may enjoy tackling. The librarian is aware of the reading levels of all the pupils through the assessment results and their English teachers who accompany them for the dedicated lessons.
- The Library is a focus of reading activity in the main school. An annual Book Fair is held as are competitions and challenges, which have proven to be popular, and these are open to all pupils across the whole school.
- Where reading difficulties persist, the pupils are referred to the Learning Support Centre for further development of their skills to enable them to access the curriculum to the requisite level.
- Novels are read in English lessons and pupils are given guidance about their literature choices.
- Pupil Librarians: Each year five pupils are chosen from Year 8 to be librarians and they have prefect status. They spend one lunch-time each week assisting in the Library with various tasks, including book circulation, shelving, cataloguing books and setting up sessions for younger children. They also enjoy reading with Year 4 pupils who attend the library at the time.
- Pupils are tested for speed of reading by the Director of Learning Support where difficulties persist. Special examination arrangements can be made for pupils needing and meriting readers in exams through formal external agency reports e.g. Educational Psychologists. The needs of these pupils are kept under review.

The policy seeks to equip all pupils with the necessary skills needed for reading for meaning, enjoyment, fluency and at an appropriate level of accuracy and speed before they leave Danes Hill.

AEA – Alexandra Arnold, Head of English

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