



**READING POLICY  
MELLERS PRIMARY SCHOOL  
JULY 2014**

## Mellers Primary School

### Policy for Reading

At Mellers, we support children's development as they become enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts. We want children to develop a love for literature. Children will have a raised awareness of how print, pictures and visual media can all convey meaning. We strive to build upon a wide vocabulary base and develop a capacity to convey meaning through a range of high quality texts. We believe that becoming a fluent reader plays a vital role in preparing our children for the opportunities, responsibilities and experiences of adult life.

#### **Objectives:**

- Children will develop a love for reading
- Children will develop the ability to read for meaning
- Children will develop the ability to read fluently and with expression
- Children will experience a wide range of quality, new and classic texts
- Through their reading, children will grow culturally, emotionally, intellectually, socially and spiritually
- Children will engage in high quality discussion about what they have heard read to them or that which they have read themselves
- Children will learn how to find information in databases and books, and draw from many sources to pursue independent enquiry
- Children will use a range of strategies: phonic, visual, contextual and grammatical knowledge to decipher new words

#### **Approaches to the teaching of reading**

##### Reading in the Foundation Unit

As children arrive in Foundation One they are given a book bag and encouraged to change their book with parents during the first ten minutes of the school day. Children have a range of story books to choose from including familiar texts and books with very repetitive texts which they can recall more easily.

The children in Foundation One have one guided reading session every half term. At this stage of learning, children are encouraged to develop an awareness of the difference between pictures and text, and to begin to point to the first word on a page. They repeat the text and begin to recognise that letters make sounds.

In Foundation Two, guided reading is carried out weekly, more according to ability, with a wider range of reading activities. These include:

- Choosing books – these are book banded books to go home with the children. They are changed at least once a week
- Tricky words – these high frequency words are given out in sets, and as a child learns each set of words they move on to the next
- Story books – these are books to continue a child's love of stories, but they are not books which the child will be able to read independently
- Letters - Children are given sets of letters from their phonics sessions and they are encouraged to learn the names and sounds of each letter and to make words from these letters

All of the above will be stored in the child's book bag.

### Guided reading in the Foundation Unit

Foundation One children take part in a guided reading session once per half term, using repetitive books. Foundation Two children are grouped according to ability in reading and read in a group at least once a week, more according to ability. Every child also reads individually, weekly to a teacher. Progress is recorded.

The books the Foundation Stage children read during guided reading have text at a very basic level. This is to fit in with the school reading policy of children being able to read 90% of a text independently in a guided reading session. It is recognised that as Foundation Stage children are beginning to read, we may not be able to achieve 90% independent reading. Instead we follow the strategy of 'Teach Practice Apply':

- Teach – The child watches the adult reading and the teacher explains how they are reading the text. They say sounds in words and blend them together. They talk about what is happening in the pictures;
- Practice – We ask the children to read another page together with the teacher. We will stop at words and ask the children to say the sounds and blend them together;
- Apply – for the last section of the book, children read independently. At the beginning of the year we expect that children will be saying the letter sounds that they have learnt to recognise, but as the year goes on we expect them to develop knowledge of high frequency words and an ability to blend sounds to read a selection of simple words.

By the end of the Foundation Stage, we expect our average and higher ability children to be reading simple sentences independently. We expect that our lower ability and SEN children will know many of their letter sounds and can blend them together to make CVC words.

To compliment the guided reading session, the children also play reading games. These are a series of games using the sets of letters as they are taught to children. CVC words, and at a later stage, long vowel or CCVC / CVCC words are written in instructional sentences which the children have to read in order. These sentences are purposeful and, for example, take them on treasure hunts around the foundation unit. As before, during this activity, we use the 'Teach, Practice, Apply' routine. The final sentence / question or instruction is given to the children to read independently.

Tricky word games are sets of high frequency words which the children can learn by sight recognition. Each set of words has been devised to enable the child to use those words to make sentences. Within this activity, a teacher would firstly use flashcards requiring all children to join in with reading the words which their group is on. Next, the 'Teach Practice Apply' routine is followed. The teacher will put the words into a sentence before modelling how to read it back. The children will then read a sentence with the teacher to practise this skill. Finally, the teacher will give the children a sentence to read independently. A minute timer is used for the children to read the sentence in their heads before saying it aloud, to encourage everybody to have a go. As the children become more confident, additional words can be given to make the sentences more interesting. When a child has successfully learnt to read sentences with a level of tricky words, they are given the next set of words to take home.

For our Foundation Stage Two children, we expect them to read their reading book alongside practising their letters and tricky words for their homework.

## Reading in key stage one and two

Reading in key stage one and two is divided into a number of opportunities to access text. These are:

- Shared reading
- Guided reading
- Reciprocal reading
- Independent reading
- Phonics work
- Individual independent reading
- Home/school reading
- Paired reading
- Silent reading
- Reading comprehensions with written answers
- Sharing a class novel
- Learning poetry by heart

Opportunities are taken during the English lessons, in reading lessons, as well as in other lessons, to teach the skills required to access a text independently.

### Shared Reading

Shared reading is a whole class activity using a common text. Across the key stages, teachers will focus on comprehension of the text, the layout, purpose, structure and organisation of the text. A particular aspect of spelling or grammar and punctuation work may provide an additional focus depending on the objectives being worked on at that time.

### Guided Reading

Through the process of guided reading, children are taught word recognition, reading responses, behaviours and strategies as well as knowledge and understanding of reading.

This process takes account of the fact that children need to be supported in a range of reading strategies in order to be proficient. Planning learning objectives which follow the National Curriculum for reading enables systematic attention to reading skills development.

The lesson is organised so that the teacher can sit with one group of children for approximately a 20 minute period. Each child reads in a guided reading group at least once a week. Children work on a shared book suitable for the ability group (they should be able to read the text independently with 90% accuracy). The session will include independent reading and a high quality discussion around the text facilitated by the teacher.

The teaching sequence for guided reading is:

1. Introduction
2. Strategy check
3. Key vocabulary
4. Independent reading
5. Returning to the text/ Responding to the text – key questions/ partner talk etc.
6. Follow up

Reinforcement work can be planned which continues to develop the same learning objective. This can be done without the teacher's individualised attention. During the guided reading session, other children can be working on written comprehensions, other follow up reading work or silently reading.

### Reciprocal Reading

This strategy is used with a group of children. Each child has a role to play in the group:

- Reader
- Summariser
- Predictor
- Monitor
- Clarifier

The children organise their own reading session, independently carrying out their specified job. The reader reads aloud and then, the monitor asks questions to the clarifier. The summariser will paraphrase the text and the predictor will make predictions about future events in the text.

### Phonics work

Throughout the Foundation Stage and Key Stage One, up until the end of Year Three, children receive daily phonics input for up to twenty minutes. Phonics uses the principles of, 'Teach, Practice, Apply'. The children are grouped according to ability.

### Individual Reading

Children read on an individual basis. Teachers and teaching assistants work with children alone to help with any difficulties. In Foundation Stage and Key Stage One, all children are heard reading individually, weekly and in Key Stage Two, half termly. Teachers will also conference children during this time on their reading habits.

### Home/ School Reading

Mellers Primary School has a strong home/school reading partnership where parents share books at home with their children and provide valuable help and support for this area of the curriculum. Parents are encouraged to make comments in personal organisers, regarding pupil's progress. Teachers welcome these views and will discuss them with parents and pupils

Throughout the whole school, the adult who has worked in the guided reading group will record the date, text and progress made in each child's personal organiser. We aim for one entry from school and one entry from home, per week for all children. Comments in the children's organiser need to be informative, positive and identify next steps. They should reflect the learning objective taught in the guided reading session.

Children bring a variety of books home from school. Children in Key Stage One and Two, who are reading below level 3, will take a book home from the reading trolley. These are colour coded according to level and are made up of a variety of different schemes. We aim to change these books at least once a week. All children take a book home from the class library. Teachers will ensure that pupils enjoy a variety of genres and read books appropriately matched to their ability.

Each child in Key Stages One and Two should have in their reading package:

- Reading diary

- Reading book from the class book corner
- Library book
- Trolley book, if appropriate

### Volunteer Helpers

The school has a group of parents and other adults from the community who are trained as ‘volunteer helpers’ for Mellers Primary School. Often pupils will be asked to read with a volunteer helper. This may be in a group reading situation or individually, as the class teacher judges necessary. Volunteer helpers are guided by the class teacher who plans the work for the pupils. Often helpers work outside the classroom under close supervision of the teacher but in a quiet atmosphere for reading.

### Paired Reading

Children work in pairs; they may be of the same age or from different year groups. The emphasis during these sessions is on reading for enjoyment and the development of the ability to respond appropriately to a text.

### Silent Reading

It is important that children learn to read quietly. Whole class silent reading provides an environment which enables children to read independently or for an adult to provide individual reading help. Teachers spend a few minutes at the end of the session to question and evaluate the reading time.

### Sharing a class novel

Each class will share a novel which will be read throughout the term. This will often be taken from the list of recommended reads for each year group, mainly made up of ‘classic texts.’

### **Planning Outline**

Guided reading is planned for taking objectives from the National Curriculum. The guided reading session compliments the objectives covered in English lessons and guides the choice of text or additional objectives to be worked on. A detailed planning sheet (see appendix one) can be used but staff mostly choose to use the condensed version (see appendix two).

The Foundation Unit follow the Early Years Foundation Stage Guidance for Reading and work towards achieving the goals set out in the Early Years Ages and Stages document. A planning sheet for use in the Foundation unit is in appendix three.

### **Year Group Reading Expectations**

At Mellers, we work towards the nationally set age related expectations in all core subjects including reading.

### **Assessment and Recording of Reading Progress**

Assessment is a positive, regular record of pupils’ progress enabling staff to plan on from concrete information.

### Foundation Stage Assessment and Record Keeping

The following ongoing records are kept to track the children’s reading progress in the foundation stage:

- Foundation Profiles – ongoing termly assessment of children. The summative assessment happens at the end of Foundation One and Foundation Two.

- Tricky words – There is an ongoing checklist of the tricky words that F2 children recognise. This is an individual check list for each child and is completed approximately three to four times in a school year (see appendix four).
- Phoneme – grapheme check list - At the end of Foundation One we check if children know any letters by sound or name. This is continued into Foundation Two and includes long vowels and letter blends and is completed approximately three to four times in a school year (see appendix five).

### Key Stage One and Two Assessment and Record Keeping

#### Class Profile

The child's National Curriculum Level is recorded on the class profile for children in years one to six. Using teacher assessment and APP materials, the profile will be updated three times a year and these results will be recorded onto the Assessment Manager Programme.

#### Record of Attainment in Phonics

An annual progress tracker is completed every term (see appendix six), to record and monitor progress in phonics throughout the Foundation Stage. Records of the results of the phonics screening are the records sent from Year One to Year Two.

#### Guided Reading Records

Notes are made on the guided reading planning sheet of progress the children are making towards the learning objective (See appendix two).

#### Personal organiser

Teachers and pupils record the name of the text, focus for the week and pages read, in each child's personal organiser. Parents are encouraged to comment and sign when sharing books with children at home. We expect an entry weekly from home and school in the diaries.

#### S.A.T.s Tests

Children in Year Two and Six, will take the S.A.T.s reading paper. Results from these tests are in school at the end of the summer term. They are given to parents in the end of year report and passed onto secondary schools.

#### Year One Phonics Screening

During the summer term, children in Year One will take the Phonics Screening Test. This will include some made up words. Results are shared with parents. If the children do not pass the test, they will be required to take it the following year.

#### Running Records

Running records will be used to assess children's progress, ensure they are reading the correct level text and identify any causes for concern. All staff have been trained in using this assessment tool. Every child in Key Stage One will have a running record taken every half term and those children on the SEN register in Key Stage Two will have one taken every half term.

### **Literacy Intervention Programmes**

We have a trained Reading Recovery teacher who works daily for thirty minutes with four identified children in either Year one or Year Two on a one-to-one basis. The programme is followed until the child has made sufficient progress to bring them to their age related expected level in reading. Children are chosen after discussion with the assessment coordinator, Class teacher, SENCO and Head teacher.

The Reading Recovery teacher has trained teaching assistants to deliver the programme, 'Switch On'. This is a daily reading intervention using many of the strategies from Reading Recovery. Children from Years One to Three are working on this intervention.

Class teachers also select children to work individually with a teaching assistant on the '5-minute box' and 'Precision teaching'. These are children who require extra attention on basic skills or key words.

### **Resources**

At Mellers Primary School we believe children should receive a broad and balanced reading diet.

The range of high-quality literature for the children to use will include:

- Stories and poems with familiar settings and those based on imaginary or fantasy worlds
- Texts from a variety of cultures and traditions
- Long established fiction
- Stories, plays and poems by significant children's authors
- Classic poetry
- Retelling of traditional folk and fairy stories
- Myths and legends
- Stories, plays and poems with patterned, predictable and phonetically related language
- Stories and poems that are challenging in terms of length and vocabulary
- Multi-modal texts
- On screen texts
- Play scripts

The range of non-fiction and non-literacy texts will include:

- Print and I.C.T. based information texts, including those with continuous texts and relevant illustrations
- Dictionaries, encyclopaedias and other reference materials
- Diaries, autobiographies, biographies and letters
- Newspapers, magazines, articles, leaflets, brochures and advertisements

### **Differentiation**

At Mellers Primary School, we recognise that all children are learning at different levels and rates. The class teacher groups pupils based on his/her own judgement of ability and needs.

### **Special Educational Needs**

Children who have particular reading needs will be specifically identified by class teachers. Every effort will be made to obtain additional teacher support for such pupils and a work rate expectation will be set appropriate to each child's ability. Details about this extra provision (time, resources and needs) will be included on the child's Individual Education Plan or Class Provision Map.



Pupils working in the fast stream and those identified as 'more able and talented' will choose suitable challenging reading resources in order to develop skills. Increasingly demanding texts will be chosen to develop pupils with higher order reading skills. Such pupils will be directed towards extended research projects.

### **Equal Opportunities**

We endeavour to ensure that every child at Mellers Primary School has access to a broad and balanced reading curriculum.

Reading material from every culture and tradition, world wide is encouraged. Dual language texts are developed and used as part of the normal reading diet of every individual. Children using English as an additional language will benefit from extra EMA support. Both boys and girls will have access to all texts. Children will not be steered to books of a particular gender bias. On screen texts will be accessible to all pupils.

A reading climate is developed in each classroom so that all pupils feel they have the ability to succeed and their opinions are valued.

### **Links with Computing**

Children will use computers wherever possible as an integral part of learning to read. A variety of reading programmes are used when available and appropriate to pupils needs. As pupils develop, their knowledge and understanding of reading activities may demand word processing, accessing information from a data base on the Internet or C.D. Rom Encyclopaedia.

### **Cross Curricular Issues**

Reading informs everything a child does in school. Our whole school curriculum depends on pupils being able to read. Teachers ensure children have every opportunity to achieve this goal.

### **The Reading Environment**

To encourage a love of books, a thirst for knowledge and enthusiasm for reading, an attractive and interesting reading environment is essential. This will provide a genuine learning resource for pupils and celebrate children's reading and language work throughout the school.

### Reading Corner

Each classroom has a reading corner which includes a variety of printed material at all levels:

- Books
- Magazines
- Pamphlets
- Papers
- Notices

Pupils have free access to the reading corner.

It should be:

- Attractive
- Interesting – have signs, questions and notices displayed
- Organized into genres and different levels of reading
- Inviting and accessible to all

### Role Play Area

Classrooms in the foundation stage and year one have a “role play” area where print material is available to support children’s learning through play. Class teachers in other year groups must decide whether a role play area is suitable for the ability/maturity of their pupils. It should contain:

- A title, for example, “The Newsagents” or “The Bears’ House” etc.
- Signs
- Captions and questions
- Printed material appropriate to the theme

### Display of Books around school

We have worked hard to promote a wider reading all around school. ‘Book of the Month’ is introduced in assembly by the Head Teacher is on display in the entrance hall.

We encourage children to look after their books and to treat them as a valuable and interesting resource:

- Displays include home made books, fiction and non-fiction books
- Books are in good condition and up to date
- Topic books in classrooms should be readily available for referral at any time (preferably on display in the classroom)
- Displays include, where possible, dual language texts

### **Time Allocation to Reading Opportunities**

Each class allocates the following time per week specifically to reading opportunities:

- 20 - 30 minutes per week for each guided reading group outside of the English lessons. During this time the rest of the class will be silently reading or working on follow up work from their guided reading session.
- 1:1 reading with a teacher:
  - weekly in FSU and Key Stage One, with an additional 2 reading sessions with TAs and volunteers
  - half termly in Key Stage Two (depending on the ability of the child; less competent children read 1:1 with the teacher at least once a week, more regularly if needed).
- Shared reading during English lessons, where appropriate
- Reading in all lessons during the school day
- One visit per half term to the local library
- Reading to the class, sharing a class novel

### **Library**

Study skills are an important part of all pupils’ learning. Children have access to both the classroom library and have planned visits to the local library in Radford every half term. Reading areas are supplemented by loans from the Nottinghamshire Educational Library service.

### **Role of the Co-ordinator**

The co-ordinator should:

- provide guidance and help for staff in the areas of planning and preparation, delivery, assessment and record keeping
- Provide INSET for identified staff needs either in small groups, individuals or as a whole staff
- Plan for INSET or seek advice from external consultants where necessary
- Keep the Leadership Team informed of curriculum needs and developments

- Monitor and review the language curriculum, teaching strategies, policies and planning documentation
- Provide resources for teaching and ensure teacher records are kept up to date
- Analyse assessment data in order that Mellers Primary improves on previous best

### **Monitoring**

The Coordinator will monitor the teaching and learning of reading through:

- Class based observations
- Non-class-based monitoring through paper work e.g. guided reading notes, personal organisers
- Conferencing with children and talking to them about their reading habits

Results of monitoring exercises will be discussed with individual staff; any needs will be identified to the Leadership Team and a report shared with all Mellers Primary School staff for future developments.

### **Policy Monitoring**

The policy will be reviewed and revised on a yearly cycle by the subject co-ordinator.

Compiled by: Joy Buttress

Reviewed by: Joy Buttress

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