



**MELLERS PRIMARY SCHOOL  
READING POLICY  
JANUARY 2021**

## **Intent**

At Mellers, we want **all** children to develop a love for literature and to read for pleasure. Reading is at the heart of our curriculum and the value we place on reading is evident through all our work. We believe that becoming a fluent and expressive reader plays a vital role in preparing our children for the opportunities, responsibilities, and experiences of adult life. This is consistent with our whole school vision of smashing the glass ceiling that living in Radford imposes on our children. To succeed in life, our children must be confident readers, this way they will attend university and achieve their potential in the adult world.

We support **all** children's development as they become enthusiastic and critical readers of stories, poetry, non-fiction and media texts. They understand how print, pictures and visual media can convey meaning and they learn how to find information from databases and books to draw from many sources to pursue independent enquiry. Children will use a variety of strategies and skills to enable them to read a range of text types for different purposes.

Children read high quality texts, both new and classics; they read books which reflect our diverse community. We always engage in high quality discussion about what they have heard read to them or that which they have read themselves. Through reading, we know that **all** children will grow culturally, emotionally, intellectually, socially and spiritually.

## **Implementation**

### **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 once they are able to access texts. 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, children will have access to the following resources to take home to support their progress in reading:

- 🏆 Choosing books – these are book banded books to go home with the children. They are changed at least once a week
- 🏆 Decodable book – these are books which are matched to the child's learning in phonics. They are changed 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 that 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 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, from the Spring Term.

The books the Foundation Stage children read during guided reading have text at a very basic level. This is consistent 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.

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. In Foundation Two, every child also reads individually, weekly to a teacher.

## Reading in Key Stages One and Two

Reading opportunities include:

- 🏆 Shared reading
- 🏆 Guided reading
- 🏆 Reading for pleasure
- 🏆 Independent reading
- 🏆 Phonics
- 🏆 Individual independent reading
- 🏆 Home/school reading (Red Ted)
- 🏆 Paired reading
- 🏆 Reading Buddies
- 🏆 Silent reading
- 🏆 Reading comprehensions with written answers
- 🏆 Sharing a class novel
- 🏆 Learning poetry by heart

Opportunities are taken during the English lessons, (based on quality texts following the Power of Reading scheme) 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. The text used in shared reading will be taken from The Power of Reading and the lessons planned around this text to develop the children's understanding and inspire their writing.

### 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.

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 traditional 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.

### Phonics work

See the separate policy for the teaching of phonics.

### 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 (Red Ted)

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. All children are expected to read three or more times a week to gain a weekly sticker. The more stickers they earn, the more rewards they can achieve. Parents and children are encouraged to make comments in personal organisers, regarding pupil's progress. Teachers welcome these views and will discuss them with parents and pupils.

### Banded Books

Children bring a variety of books home from school. Children in Key Stage One and Two, who are reading below Year 3 expected (grey book colour band), will take a colour banded 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
-  Banded 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. We also subscribe to the Literacy volunteers. 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.

## Reading for Pleasure

At least two lessons a week are timetabled for Reading for Pleasure. This is an unstructured time when children can choose what they read. Sessions are invaluable in developing children as independent readers and enabling teachers to know their children as readers. Activities such as Reading Rivers or Battle of the Books may take place during these times.

## 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, usually chosen by the children. This will be read daily in Foundation Stage and Key Stage One and at least three times a week in Key Stage Two.

## **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 (2021) 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.

Teachers plan the books children will read throughout the year in English lessons, as class novels and guided reading on the Mellers' Reading Spine. This is monitored to ensure even coverage of a range of genres.

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

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

## Foundation Stage Assessment and Record Keeping

The following ongoing records 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).

## Key Stage One and Two Assessment and Record Keeping

Using teacher assessment, Learning Ladders and government published exemplifications, class data will be updated three times a year and these results will be recorded onto SIMS.

At the beginning and end of year, children in Key Stage Two will take the PIRA test to assess the children's reading age. In F2 and Key Stage One, the BAS test will be used. The data will be recorded onto SIMS.

## 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.

## SATs Tests

Children in Year Two and Six, will take the SATs 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 term and those children on the SEND register in Key Stage Two will have one taken every term.

## Literacy Intervention Programmes

We have two trained Reading Recovery teachers who work 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 teachers have 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 Two to four work on this intervention.

The 'Inference Programme' is delivered from years four to six. A text is worked on in depth over several sessions followed by questioning and discussion.

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

A fluency intervention in years five and six aims to increase reading speed. All children's reading speed is assessed, and class teachers select children who would benefit from this intervention.

## 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 includes:

- 🏆 texts by children's laureates and poet laureates, e.g. Carol Ann Duffy, Lauren Child, Anthony Browne, Michael Morpurgo, Chris Riddell;
- 🏆 classic texts, e.g. *The Lion, The Witch and the Wardrobe*, *Charlotte's Web*, *The Iron Man*, *The Ice Palace*, *Journey to the River Sea*;
- 🏆 texts set in different cultures, e.g. *Trash* by Andy Mulligan, *The Garbage King* by Elizabeth Laird; *The Explorer* by Katherine Rundell
- 🏆 traditional texts: fairy tales, myths and legends, e.g. *The Sleeper and the Spindle* by Neil Gaiman and Chris Riddell, *The Princess Blankets* by Carol Ann Duffy and Catherine Hyde;
- 🏆 contemporary fiction (including prize winners): *Black Dog* by Levi Pinfold;
- 🏆 poetry written by contemporary poets including women and ethnic minorities: Rachel Rooney, John Agard; Grace Nichols; Joseph Coelho;
- 🏆 non-fiction: *Shackleton's Journey* by William Grill, *Lots* by Nicola Davies and Emily Sutton, *What Mr Darwin Saw* by Mick Manning and Brita Granstrom;
- 🏆 picture books, longer novels, books structured in different ways, e.g. narratives told from different perspectives: *Wonder* by RJ Palacio, picture books created by Shaun Tann and David Weisner, *The Journey* by Francesca Sanna;
- 🏆 books in a series: *Wolf Brother* by Michele Paver; *The Last Wild* by Piers Torbay.

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

- 🏆 Print and I.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 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 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, worldwide is encouraged. We aim to reflect the diverse community we live in through the literature we offer to our children. 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 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.

## **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, which reflects the reading tastes of the class. This will provide a genuine learning resource for pupils and celebrate children's reading and language work throughout the school.

Our school library provides a stunning reading environment for the children to relax and enjoy books.

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 by the children
- 🏆 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)

## **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, half termly in Key Stage Two
- 🏆 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, daily in FSU and Key Stage One, three times a week in Key Stage Two

## **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 paperwork 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.

## Impact

- 🛡️ Our children love reading and experience a wide range of genres through quality literature
- 🛡️ They confidently read for meaning
- 🛡️ They have a knowledge of favourite authors and genres
- 🛡️ Parents and carers support the children's reading at home
- 🛡️ Outcomes at the end of KS1 in writing will be at least in line with or above national averages for attainment and progress
- 🛡️ Outcomes at the end of KS2 in reading will be at least in line with national or above averages for attainment and progress
- 🛡️ The % of pupils working at Age Related Expectations in reading at least in line with national averages.
- 🛡️ The % of pupils working at Greater Depth in reading within each year group will be at least in line with national averages
- 🛡️ There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged) in reading.

## 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

Issue status: 7

Review: Autumn term 2022