# Reading Policy

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| **Long Term Memory** | Reading skills are taught, consolidated and reinforced continuously in daily guided reading sessions and simultaneously across all subjects. They are built up and added to as the child develops. |
| **Real Life Relevance** | We want our children to see the real life relevance of reading; to understand the importance of reading in their everyday life and how it is used as children and as they grow into adults. |
| **Enquiry-Based Learning** | We encourage our children to ask questions when reading – questioning how to pronounce an unfamiliar word and deduce its meaning, social/cultural references within a text, impact of vocabulary chosen by the writer, and to deduce and infer from details stated and implied. We want children to know that questioning can lead to deeper understanding of the written word and in turn can increase our own knowledge and understanding of the world. |

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| **Intent** | |
| We want children at Clover Hill to:   * read easily, fluently and with good understanding * develop the habit of reading widely and often, for pleasure and information * acquire a wide vocabulary * appreciate our rich and varied heritage * elaborate and explain clearly their understanding to others | |
| **How is reading taught at Clover Hill?** | Reading at Clover Hill consists of two dimensions (as stipulated in the National Curriculum): word reading and comprehension.  Skilled word reading involves the speedy working out of the pronunciation of **unfamiliar** printed words (decoding) and the speedy recognition of **familiar** printed words. Children need to be taught that letters on a page represent sounds in spoken words. There is an emphasis on phonics teaching in Reception and KS1 however this will continue through school where and when needed for individual pupils.  Effective comprehension of a text will draw from linguistic knowledge (vocabulary and grammar) and from knowledge of the world. At Clover Hill, we aim to develop pupils’ comprehension skills through high quality discussion of a range of stories, poems and non-fiction with the teacher or teaching assistant.  Children are encouraged and steered towards read widely across both fiction and non fiction to develop knowledge of themselves and the world around them, establish an appreciation of reading and also to gain knowledge across the curriculum.  We aim to increase pupils’ vocabulary by reading widely as this provide opportunities to encounter words they would rarely hear or use in their everyday life.  Our reading curriculum is designed to stimulate our pupils’ imaginations and fill them with curiosity about the world. We aim to enable pupils to acquire the reading skills needed to be able to take advantage of opportunities, responsibilities and experiences in later life.  All teachers are all aware of the end points at each key stage and play a vital role preparing children to meet the required standards. The curriculum is taught in a logical progression over seven years, systematically and explicitly so that all pupils can acquire the intended knowledge and reading skills. The reading curriculum has been planned and sequenced to ensure children have opportunities to revisit, practise and repeat learning which is key to deep understanding and having a mastery of skills.  Links across subjects were established to help deliver the reading curriculum effectively in a way that will engage the children and stimulate interest. Through group and class discussions, our reading curriculum aims to provide children with skills and knowledge that can be drawn upon in later life across a range of social situations.  Reading is a priority within the school. All subject leader meetings within the authority are attended and key messages and relevant handouts are provided to staff. Reading CPD is promoted relevant for specific year groups or needs. |
| **Implementation** | |
| **Organisation and Delivery of the Reading Curriculum** | Reading is taught through daily Reading Workshops in small groups and weekly comprehension lessons where children are taught to use and apply the skills of reading. In Year 6 Reading is taught through Whole Class Reading sessions. Each class will have daily 1-1 reading with those who require it. Reading workshop sessions are planned for and recorded ensuring all the Assessment Focuses are addressed. |
| **Assessment Focuses** | |
| Once children have mastered decoding and are becoming more fluent, the role of the teacher is to further develop understanding of structure, genre, character, vocabulary, interpretation and individual preferences using the seven Assessment Focus Strands (see below) to engage each child in responding to a wide range of questioning.  There are seven assessment focuses (AFs) for reading that describe the key elements of performance in this attainment target. They are designed to give a detailed, analytic view of pupils’ attainment across all the key stages and in all types of reading.  **AF1 Use a range of strategies including accurate decoding of text, to read for meaning**  • AF1 has most prominence in describing early stages of reading  • Evidence comes from listening to pupils read aloud and observing how they decode words to make meaning from texts  • Reading aloud with fluency, understanding and expression also involves taking note of punctuation and other written language conventions  **AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text**  • AF2 applies to all levels of reading and all kinds of text  • Pupils’ skills in retrieving information from texts are shown in different ways, from comments to paraphrase or retellings to summary and synthesis  • At the highest levels, work in AF2 demonstrates critical insights based on close reading, merging with AF3  **AF3 Deduce, infer or interpret information, events or ideas from texts**  • AF3 is vital to making progress in reading and underpins attainment across all the AFs  • Opportunities to develop inferential skills come from engagement with whole texts that challenge thinking and encourage different interpretations  • In classroom discussions about books, open ended questions from pupils and teachers, provide effective evidence for this assessment focus  **AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level**  • AF4 makes most sense in relation to whole texts so that pupils can explain what is significant about the overall shape and structure of what they are reading  • Work on the grammar of texts encourages pupils to explore how different elements hang together and contribute to their distinctiveness  • This reading assessment focus is the counterpart of AFs 3 and 4 in writing  **AF5 Explain and comment on writers’ uses of language, including grammatical and literary features at work and sentence level**  • AF5 applies to information as well as fiction texts: deliberately crafted language can be found in many different forms of writing  • Pupils may learn to spot specific features in texts but attainment in this AF depends on being able to explain why particular usages are effective and what they mean  • Evidence for this assessment focus sometimes comes from comparative work on a range of texts or different treatments of the same theme  **AF6 Identify and comment on writers’ purposes and viewpoints and the overall effect of the text on the reader**  • AF6 has two strands: understanding that all texts have a point of view and that this can impact on readers’ responses  • At the most basic level, pupils detect overt purposes and express personal likes and dislikes  • Progression in AF6 is about developing evaluative skills supported by an analytic vocabulary  **AF7 Relate texts to their social, cultural and historical contexts and literary traditions**  **•** AF7 demands engagement with a wide repertoire of reading  **•** Even young readers can talk about some of the ways that texts are the same or different from one another  • Working with texts from different cultures is one way of exploring the significance of context on what is written; another is comparing books from different times, in different genres or media. | |
| **Guided Reading Sessions** | Guided Reading is a classroom activity in which pupils are taught in groups according to reading ability. The teacher works with each group or as a whole class on a text carefully selected to offer an appropriate level of challenge. The books selected should be comfortable for the readers, but offering some challenge.  Challenge may be in terms of reading cues and strategies, language and vocabulary, or sophisticated aspects of grammar, inference, skimming and scanning.  At Clover Hill Primary School, the Guided Reading lesson forms an important part of our strategy to raise standards in all areas of English across the age range from Year One to Year Five. Year 6 this year are trailing Whole Class Reading and if successful we plan to introduce this into KS2.  Group reading can offer opportunities for:  • observing, recording, reporting and assessing children’s reading strategies and behaviours and keeping an eye on progress;  • teaching reading strategies for different kinds of reading – e.g. plays, poetry, non-fiction texts (recounts, instructions, reports), as well as stories;  • regular practice in tackling unfamiliar – and familiar – print;  • establishing confidence;  • talking about texts – with and without an adult;  • tackling challenging texts in a spirit of communal support;  • noting where readers might be guided next in their reading choices;  • giving a high profile to reading as a valuable and public activity;  • linking reading, writing and talk.  See Appendix 1 |
| **Whole Class Reading Sessions** | Compared with traditional guided groups, whole-class reading offers the benefits of increased exposure to challenging texts, increased time for deep exploration of a text and the opportunity for class discussion.  For a lesson to be effective, the text needs to be engaging and fit for purpose, so instead of choosing the lesson focus based on the text we choose the text based on the learning needs of the class.  Research shows that children who have an understanding of context are able to outperform their peers in comprehension, irrespective of phonic reading ability ([**Willingham, 2018**](http://www.danielwillingham.com/daniel-willingham-science-and-education-blog/a-brief-appreciation-of-e-d-hirsch%20)).  To apply this in the classroom, we begin the lesson by teaching the required background knowledge and vocabulary. This provides a scaffold and ensures that the children start with the necessary information to engage with the text.  During whole-class sessions, the focus is on comprehension rather than decoding. Teacher reading means that the language content of the text doesn’t need to be limited. Furthermore, by modelling, we are providing a scaffold for inference and understanding of emotion that children can use later when re-reading.  The first read of the text focuses on modelling fluency and expression, and allows the children to develop an initial response. The children will re-read the same extract in pairs.  The teacher then reads the rest of the chapter asking for volunteers to read paragraphs/sections. The extract the children are asked to read will reflect the child’s reading ability. EG: a section with lots of dialogue in is easier to read. Less confident readers (who will be selected to read aloud) will have pre-read the extract prior to the session.  The teacher asks questions as we are reading based upon the AF mentioned above and children are directed to the questions on the board to be discussed at the end of the session.  At the end of the week, children demonstrate their understanding by answering written comprehension questions.  The importance of talk in developing understanding and writing ability is proven. Research shows that when meta-cognitive strategies (thinking about thinking) like this are used, they produce better understanding and follow-up writing ([**Owen and Vista, 2017**](https://www.brookings.edu/blog/education-plus-development/2017/11/15/strategies-for-teaching-metacognition-in-classrooms/%20)). This is the case at Clover Hill.  Providing stem sentences teaches the children how to respond without providing the answers. Furthermore, it provides a starting point for children who might have found formulating a response difficult without a scaffold.  See Appendix 2 |
| **Impact** | |
| Standards in reading are above the national in both KS1 and KS2.  Our reading curriculum is organised clearly so each teacher knows exactly what is expected of their year group. Skills are taught, they are practised and they are repeated and revisited. This enables our children to develop deep understanding so they can use and apply skills taught in reading across all subjects at the same high standard as they do in the specific comprehension and reading workshop/WCR sessions. | |
| **KS2 Reading Schemes** | Reading at Clover Hill Primary School is delivered using Collins Big Cat books which are aligned with our phonics scheme (this is supplemented by texts from Oxford Reading Tree, Read Write Inc, Rigby Star, Barrington Stokes) alongside and established authors and texts. All books are labelled and are stored at focus points around the school. Once children are deemed to be ‘fluent’ readers and have a secure understanding of the texts they read (through teacher assessment and formalised assessment), they have free choice with their reading and can select titles from the class library.  These schemes are selected for the:  • structured development of skills for beginners, early and more confident readers;  • natural use of the language patterns of everyday speech;  • breadth at each development level to reinforce knowledge and understanding;  • bright and attractive illustrations to aid motivation;  • varied support materials for teachers and development activities for children;  • coverage of text types and genres specified by the new National Curriculum 2014.  Our reading scheme supplemented by a range of excellent reading resources and comprehensive materials. New texts are added regularly to keep genre studies and English themes up to date. |
| **Key Stage One Reading** | |
| In **Key Stage One**, most children are in the emergent and early reading stages. Books used have a variety of emergent text in order to encourage lively, creative discussion of what might be happening in the pictures. This is one of the first steps to show that a book conveys meaning. It is also very important to develop skills in reading pictorial texts and this should be developed throughout Key Stage One and into Key Stage Two.  Text is added gradually as children learn the relationship between letters and sounds, but at the same time the teacher is guiding the fledgling readers to appreciate the bigger picture – that books have an individual message. Decoding unlocks the message, but the layers of meaning are shown in many ways: illustrations, variations of print type, capitals and punctuation, layout and in the voice of the reader.  Books in KS1 will be allocated according to the GPCs that the children have been taught. We operate a 3 read policy in KS1 and into Year Three as appropriate:  **READ ONE** – Concentrate on decoding (blending the individual sounds into words and reading the Tricky Words e.g. the into no, on sight)  **READ TWO** – Concentrate on fluency (encourage children to re-read whole sentences back faster once they have blended each word without blending them again. Can they recognise words that are repeated from pages to page and read back the sentence without re-blending?)  **READ THREE** – Concentrate on comprehension (ask children to re-tell you the story, answer simple questions about the events or information).  There are videos on our website and parent drop in sessions in Reception to show parents how to support their child in the early stages of reading. | |
| **KS1 Reading Schemes** | KS1 use Phonics Shed texts (linked to phonics scheme- see Phonics Policy and Early Reading policy) supplemented with Big Cat books. |
| **Monitoring and Evaluating Reading** | |
| Teaching and learning is monitored through planning and assessment scrutiny, lesson observations, work scrutiny and through talking to the children within lessons. This provides a basis to evaluate reading effectively.  The strengths and highlights of reading are identified at the end of the Summer term which are then reported to governors. From this evaluation the new school improvement plan for English is written, with clear aims as to what could be improved or developed. The action plan has clear time frames, accountability and SC and is monitored regularly to see that progress is being made. | |
| **Assessment, Recording and Reporting Formative Assessment** | |
| **Assessment for Learning** | Assessment is part of everyday teaching and learning. ‘Assessment for Learning’ strategies such as sharing the learning intention, success criteria and peer assessment are part of everyday practice enabling children to take a more proactive role in their learning. Reading formative assessment is updated regularly. |
| **Reporting to parents** | Targets are shared with the child informally through discussion and with parents at parent consultations twice a year. A written report on each child's achievements in reading is discussed with parents as part of an overall report on the child's progress to date in the July of each academic year. |
| **Statutory Assessments** | Y1 Phonics Check is administered in the Summer term. Y2 children who did not met the required standard in Y1 also take part.  Y6 complete Reading SATs in May.  Y2 complete KS1 Reading tests in May/June. |
| **Termly Assessments** | Pupils’ reading skills are assessed at the end of each half term and progress in fluency and comprehension is recorded. Year 2-6 use NFER Assessment to help benchmark nationally. Intervention measures are in place for identified Key Stage One and Key Stage Two children to ensure that they will make the best possible progress.  The data each term from teacher assessment across school is analysed to see where our strengths are or if there are any particular areas that could be improved. Support/training or resources is offered if needed. |
| **Parents** | At the beginning of each new academic year, parents are given a reading list of suggested titles of age-appropriate texts. These booklets were also uploaded to our website.  New parents in Reception class are provided with a guide to the teaching of phonics and reading to help them support their children during the early stages of reading which is available on our website. They are also invited into school to take part in a reading lesson with their child.  A questionnaire is sent out annually to parents and children to ask for feedback regarding how we teach reading. |
| **Inclusion** | |
| High Quality Teaching (HQT) ensures that reading is accessible to all pupils. Individual pupils who are not making as much progress as their peers are monitored to ensure intervention strategies are put in place and that they make a difference.  Progress and achievement of all learners is tracked and the curriculum is personalised when required. Children with an EHCP have specific targets which are monitored and evaluated each term. | |
| **Drama** | |
| Role play and drama provide immediate routes into the world of story and allow children to explore texts actively. Through role-play and drama, children are encouraged to experiment with the ‘what if?’ of plot and make it their own. Role-play is a particularly effective way for children to inhabit a fictional world, imagining what the world of the story would be like, and illuminating it with their own experience.  It enables children to put themselves into particular characters’ shoes and imagine how things would look from that point of view. Through drama and role-play children can imagine characters’ body language, behaviour and tones of voice in ways that they can draw on later when they write. | |
| **Pupil Voice** | |
| At Clover Hill we believe in the pupils having the opportunity to have a say about how they feel Reading is being taught. It allows the children to have an active role in their education and schooling as a result of us becoming more attentive and responsive, in sustained and routine way, to pupils’ views. Every year, we ask children of mixed abilities from Reception to Year Six questions about Reading and then we reflect upon their answers to improve teaching and learning at Clover Hill Primary School. | |

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| **Appendix 1**  **A TEACHING SEQUENCE FOR GUIDED READING**  1. Decide on the learning objectives for the group - these objectives are chosen depending on the outcomes of the previous Guided Reading session, children's ability, their current reading ARE and what skills/strategies/knowledge of texts, assessment focus strand that they need to help them progress.  2. Select a text - the text chosen is considered carefully to deliver the learning objectives and can vary from a whole book or parts of a variety of texts, (linked to the cross curricular themes). It is usually one which the children can read at instructional level, that is one that they can read with understanding and at between 90% and 94% accuracy. A guided reading text shouldn't be too difficult because the children may lose both meaning and motivation. If a text is too easy, it simply won't be challenging enough.  3. Introduce the book - this is where the teacher: sets a purpose for reading; shares the objectives with the children introduces a new skill/strategy etc or revisits those previously learned encourages links with previous experience and draws attention to important ideas; give opportunities for children to talk about new vocabulary; reminds children of the repertoire of strategies they can use. This ensures that by the time the children read the text they:  - know that the reading will inform and interest them;  - have certain questions in mind which they will expect to answer;  - have some knowledge of how to solve problems within the text.  - may have some new skill/strategy to practice.  4. Guided Reading lessons to be independent reading with teacher prompts following the introduction of the text, each child to read the text specified. The teacher will intervene by moving around the group to deepen a child's understanding, ask questions or focus on a teaching point, giving praise for use of specific strategies where appropriate.  5. Returning to the text - this is an opportunity to review the use of particular strategies and to revisit the questions discussed at the start of the session. Encourage the children to identify issues requiring clarification or discussion. This is also an opportunity to talk about personal preferences and to develop and justify opinions.  6. Next steps for children may be further reading of the text or follow up work before the next session. For the teacher assessment of the children's learning during guided reading will inform the next steps for planning. This will involve the selection of appropriate objectives for the next session in the context of the children's reading targets.  7. Assessment -during the session, staff will assess against the assessment focus and this should inform future planning of guided reading sessions. |