CROOK LOG PRIMARY SCHOOL

READING POLICY

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Reading Policy

1) Rationale

At Crook Log, reading is at the heart of our curriculum. We aim to produce children who are readers in the true sense of the word; children who can read accurately, fluently and with good understanding. By accessing a wide variety of texts they are encouraged to:

- develop their personal tastes;
- improve their general knowledge;
- read for enjoyment.

We have a 'book-based' curriculum following the principles for teaching reading laid out in the CLPE 'Power of Reading' scheme. Children at Crook Log will encounter a variety of texts throughout their schooling. They will be encouraged to read a range of materials, including fiction, non-fiction and poetry. The Power of Reading books have been chosen because of their quality of vocabulary, structure and content.

The Read, Write, Inc. Phonics Scheme is used as a basis for the teaching of reading in the Early Years and Key Stage 1. It is our aim to integrate the Scheme with 'real' books and other reading schemes like the Oxford Reading Tree, Floppy's Phonics, Songbirds, Jelly and Bean, Wolf Hill, Treetops and chapter books. We will develop reading through guidance and through reading as part of the Literacy lessons and individually in all areas of the curriculum where appropriate.

Reading

Intent, Implementation and Impact

Intent

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our intent of the reading curriculum is to ensure that all pupils read easily, fluently and with good understanding; develop the habit of reading widely and often, for both pleasure and information; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading,

Implementation

The reading environment in the classroom should aim to promote reading for pleasure, as well as reading for information and developing research skills. Each classroom has a book area. We try to provide a variety of texts from which the child can select books to read and share. Materials available in the school include: picture books, wordless texts, fiction books, non-fiction books, books made by children, catalogues, magazines, comics, newspapers, poetry books, joke books, religious books, dictionaries, word books, atlases, encyclopaedias, Oxford Reading Tree Scheme books, multi-cultural books, classics, plays, folk/fairy stories, traditional stories and diaries, books promoting positive role models. The children have opportunities to develop their reading within the classroom. As well as reading to their class teachers, they should have the opportunity to read to or with: other school staff, parent helpers, other children in their class and with Reading Buddies, and by themselves. Class teachers should also read to the children individually, in groups or as a class. Children are encouraged to read for different purposes and become aware of different audiences.

The **Power of Reading** is a scheme produced by the CLPE (Centre for Language in Primary Education).

Books are chosen for specific year groups based on their quality. The scheme is written to promote the love of reading, exploring plot structure, language and authorial intent as well as many opportunities for speaking and listening.

Reading Explorers – used in guided reading. Children share the text and then respond to questions about the text. From year 3 they should be recording their responses on white boards/paper, to prepare for assessments

PRIM-ED digital resource – used for teaching the skills of reading to the whole class. Skills are revisited every year and progression is in the level of the text. This allows practice of answering different question types as well. Other resources are used to supplement comprehension (twinkl)

Impact

Children enjoy reading. They read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

They reread these books to build up their fluency and confidence in word reading read and discuss a book that is set in familiar or different settings, exploring a range of themes. They can appreciate how a character changes through the course of a story. They progressively build a varied and rich vocabulary and an increasing range of sentence structures.

2) Planning and teaching

Children are taught the skills of reading from the moment they start at school. Literacy lessons are planned and taught each week in each year group, although the structure and content of these will vary depending on the age of the children. In EYFS, children will be heard read individually each week before they move to small Guided Reading groups towards the Summer term, as their reading ability improves. In KS1, children will have weekly Guided Reading sessions, with comprehension sessions introduced in the Autumn term in Year 2. In Lower KS2, children will have comprehension sessions at the beginning of the week, where they will be taught a particular reading skill. This is then reinforced through subsequent Guided Reading sessions where teachers/TAs can see if they have understood and can utilise these skills. In Upper KS2, as most children will be able to read at a good standard, Reading lessons focus on Comprehension skills to prepare children for the KS2 SATs.
Please see below for further details:

EYFS

Nursery

In Nursery, children will begin to explore books through their everyday play. An established reading area is provided for the children to access visually engaging stories with limited words. Teachers/TAs will read daily to children through story time. Children will also be taught traditional

nursery rhymes through song time to establish the idea of orally re-telling stories.

Reception

Children in Reception begin reading using the RWI ditty books. All children are heard read at least once a week with an adult. Books to take home are changed once a week.

All children will start with 'wordless' books until they can read a few words. This encourages parents to discuss the text with their children and practise sounding out words. Teachers will also add post-it notes with single, decodable words for the children to practise. Sound Bingo games are also given for homework occasionally in EYFS.

By mid-Spring term, Reception teachers aim to move towards Guided Reading sessions where groups of children will read a shared book together with an adult.

Key Stage 1

Year 1

In Year 1, children will move onto the 'Oxford Reading Tree' scheme for reading, as these books contain many examples of high frequency/common exception words, as well as phonetically decodable words. All children are assessed at the beginning of Year 1 to see which book level is appropriate for them. In KS1, the expectation for children to read at home is 4 x a week with an adult.

Initially, reading is done on a 1:1 basis with the class teachers/TA each week, with each child being heard read at least once a week. In the second half of the Autumn term, as Year 1 move towards more structured lessons, they will begin whole-class Guided Reading sessions. Children are placed into ability groups with each group reading with the teacher/TA each week, whilst the other children complete a selection of carousel literacy-based activities.

Children who are identified as struggling with reading become 'Regular Readers – these are readers who will read twice a week 1:1 with an adult. This may be down to their lack of confidence, inability to blend or retain

sounds taught in phonics, or lack of home-reading. Regular Readers' lists are reviewed often by class teachers/TAs to see if children are ready to move away from this intervention.

Year 2

For Year 2 pupils, children will continue following our Oxford Reading Tree scheme from Year 1, with the lists of books they have already read following them up with them to their new classes. Children in Year 2 will move off of the Oxford Reading Tree scheme as their reading ability improves, with 'Treetops' chapter books used for levels 9-11, before the children move onto our challenging Emerald, Ruby and Sapphire PM books. Children who finish these stages will become beginner 'Free Readers', where they are allowed to choose an age-appropriate book from either our school library or from home to read. As in Year 1, children are expected to read at least 4 times a week at home to an adult.

Guided Reading sessions continue from Year 1 with children placed in ability-groups to read at least once a week to the teacher/TA. Grouped reading take place Other groups will complete literacy-based activities including: Common Exception Word practise, reading for pleasure, and the opportunity to use their Writing Journals to write about books they have read.

In Year 2, children will begin to practise formal comprehension skills. Children will be taught key comprehension skills in weekly discrete lessons; this will be done using the scheme 'Reading Explorers'. Teachers will select a comprehension skill (eg. inference, sequencing, prediction etc) and teach this through short, practise comprehensions that can also be displayed on the IWB. Children will read through these comprehensions together before answering individually; these will then be used in addition to the teacher's Guided Reading notes to assess children's capabilities. Children who are not yet ready to access the level of comprehension set by the Reading Explorers scheme, will be placed into smaller groups where they will begin by focusing on comprehension skills in single sentences.

Comprehension homework is also sent home fortnightly in Year 2 so that children can practise the skills they have been taught in class at home.

Children in Year 2 in the academic year 2022-23 will sit the KS1 SATs in May each year, with practise papers being completed by the children in November, January and April to prepare them for these. From the academic 2023-24, these assessments will be replaced with another form of assessment, to be dictated by the Department for Education.

Lower Key Stage 2

Most children in Years 3 and 4 will have moved away from the home-reading schemes used in the infants, with many now becoming free-readers. Reading for enjoyment is actively encouraged with children being able to now borrow books from the class reading areas, in addition to bringing their own books in from home. Quiet reading occurs most afternoons straight after lunch for approximately 10-15 minutes, giving children time to read their own books which they can then record in their reading records. The expectation for reading is LKS2 is 6 times per week, for a minimum of 15 minutes per day. This includes most weekdays and at least once at the weekend.

For those children who are still not at the age-appropriate level for reading (including comprehension), they will continue to take books home from earlier stages. Appropriate RWI phonics interventions will also be set-up by the Team Leader to ensure children who still need phonics support for reading will receive this.

In Years 3 and 4, children will continue their Guided Reading sessions in class, as is in the infants. As the children in LKS2 move to reading more difficult texts, their activities in Guided Reading sessions will change from those in KS1. Planned activities include pre-reading the text, discussions on the text with the class teacher, answering questions about the text, and reading for pleasure. Teachers/TAs will rotate around groups so each group is heard read at least once a week.

The Reading Explorers comprehension scheme will continue to be used in Years 3 and 4, with the majority of children now being able to access this level of comprehension.

Upper Key Stage 2

In Years 5 and 6, reading remains very much a priority. The expectation for reading at home is the same as LKS2, except the children are now expected to read for at least 20 minutes at a time. Children are also invited to attend a twice weekly Homework Club in Years 5 & 6, if they feel they do not have time to read enough at home.

Children in UKS2 move away from Guided Reading sessions and now mainly focus on comprehension skills. This is done through the use of the Reading Explorers scheme, with each comprehension taking approximately 2-3 sessions to complete. This is in preparation for children in Year 6 to sit the KS2 SATs papers in May. Like in KS1, Year 6 pupils will sit mock papers in the Autumn and Spring terms in preparation for their final assessments.

3) Synthetic Phonics (Read Write Inc)

Daily synthetic phonics teaching forms part of the timetable for the Early Years through to Year 2. At Crook Log, we follow the Read, Write, Inc. phonics scheme as follows:

- Set 1 sounds are introduced in Nursery through song.
- Set 1 and Set 2 is introduced in Reception.
- Set 1 and 2 are recapped in Year 1 before they move onto Set 3.

Where children have gaps in their phoneme/grapheme correspondences in KS2, intervention groups and 1:1 tutoring takes place, with the aim that children are off of the RWI scheme for Phonics by the end of Year 4. Appropriate provision for SEND children in Years 5 and 6 who still need phonics input will be organised between the class teachers and Literacy coordinator.

4) Record Keeping and Assessment in Reading

Teachers will keep records on individual child's reading progress using criteria on Insight, highlighting needs and capabilities. These are regularly updated and staff write a detailed report in the end of year report. Reading targets for individuals are set and parents are informed via the school report and at parent's evenings. Towards the end of each half term, teachers will assess if children in the Infants are ready to move up to the next reading stage (if this has not been done earlier in the

half term). In the Juniors, children will also sit end of term reading assessments from NFER, along with hearing the children read. In Years 2 and 6, children will use former KS1/2 SATs papers for teachers to judge children against the end of key stage framework.

RWI assessments take place every half term to show progress and gaps. Intervention groups can be set from these. The data is kept all on one excel document for ease of access.
Formal assessment of comprehension is carried out in years 1, 3, 4 and 5 using NFER assessments. These levels are also recorded on Insight. Years 2 and 6 use past SATs papers.

Reading Age assessment is carried out from Year 3 in October and March. This is used to identify children whose reading ability (decoding) is below their current age and phonics/reading intervention can take place.

The Literacy coordinator and SLT monitor progress and provide reports on progress and attainment for the Headteacher and Governors.

5) The Classroom Reading Environment

Each classroom should has a designated book area which is to look engaging and inviting. Teachers can customise their reading areas with their classes how they like, often to reflect an exciting environment from a story or show a link to a topic studied in class. We try to provide a variety of texts from which the child can select books to read and share. Materials available in the school include: picture books, wordless texts, fiction books, non-fiction books, books made by children, catalogues, magazines, comics, newspapers, poetry books, joke books, religious books, dictionaries, word books, atlases, encyclopaedias, Oxford Reading Tree Scheme books, multi-cultural books, classics, plays, folk/fairy stories, traditional stories and diaries, books promoting positive role models.

The children have opportunities to develop their reading within the classroom. As well as reading to their class teachers, they have the opportunity to read to or with: other school staff, parent helpers, other children in their class and with Reading Buddies, and by themselves. Class teachers also read to the children individually, in groups or as a class.

Children's work, displays and resources should be labelled not only to inform, but also where appropriate to invite response.

Children are encouraged to read for different purposes and become aware of different audiences. The reading environment in the classroom aims to promote reading for pleasure, as well as reading for information and developing research skills.

6) Home/School Reading

From September 2023, we have now moved to a digital reading record system. This will allow parents to record their daily reading with their child at home via a specific app. Teachers will then be able to continuously and easily monitor children's home-reading and identify any children who may need to become a 'Regular Reader' at school. The expectation for weekly home-reading is as follows:

- EYFS = regularly each week.
- KS1 = at least 4 times a week.
- KS2 = at least 6 times a week.
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Each classroom has a variety of texts from which a child is encouraged to take home a book and for parents to read to their child. We make parents aware during meetings of how to help their child read. We explain there will be times when their child should read to them and when they should be read to. Oxford Reading Tree Scheme (branch) books are included in class libraries and are within the capability of the child. They are used to build confidence, fluency, an understanding of plot structures and to revisit key sight words and should be at the phonics level of the child.

As their child progresses to Key Stage 2, we still encourage this philosophy but make parents aware that as their child becomes more fluent, s/he will do most of the reading. We encourage parents to support their child's reading throughout the whole of the primary school, through the use of Reading contact books. Parents write the titles of books read at home and a positive comment is encouraged. From when the children are able, they assume the role of recording their reading, making comments about the book they have read on a daily basis.

We joined the KCC Reading Bug scheme in 2018 and the children are encouraged to read and record their minutes spent reading on a designated evening, with the aim to reach a million minutes spent reading. The competitive element has had an impact on some of the more reluctant home readers, by encouraging parents to be supportive.

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J Bergamo and N Rayner