

Halton Lodge Primary School



Reading Policy

Reviewed and updated: November 2017

Date of next review: Autumn Term 2019

The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities (Reading by the Age of 6)

Aims:

We aim to be one of these schools – and a school that confidently meets the ECaR (Every Child A Reader) standard year on year.

This aspiration, for each of our children, is based upon the need for all of our pupils to enter the world of work as articulate and literate individuals with a strong love of reading. Furthermore, we recognise the responsibility to send children to secondary school having mastered the basic elements of reading.

We also aim to ensure that all children have the chance to follow an enriching curriculum by getting them reading early: learning to read and reading to learn.

Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be ‘readers’, not just children who can read.

We will ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, speech and language or hearing difficulties will be identified and supported through support programmes in school and external help will be sought where necessary.

Approaches to Teaching & Learning

The teaching of reading must be carefully planned to meet the needs of all of our children taking into account low literacy baselines and any inconsistent home support. We recognise the importance of taking a consistent whole school approach to the teaching of reading to close any gaps and to target the highest possible number of children to attain average or above age related expectations as stated in the National Curriculum 2014:

- End of EYFS Yellow/Blue band
- End of Year1 Purple band
- End of KS1 White/Lime band
- End of KS2 Diamond band

There are three key areas that we consider crucial for reading success:

1. Reading Mileage

2. Skilled adults

3. Appropriate level texts
(Aiming for between 90% and 94% accuracy)

Reading Mileage

Readers need to read a minimum of 1000 words a week and an opportunity to talk about their reading to become competent readers' that have Fluency, Accuracy and Comprehension and Expression (F.A.C.E.).

At Halton Lodge Primary School every attempt is made to ensure that our children gain 'reading mileage.' This means ensuring that the children have opportunities to read wherever possible, both within explicit reading lessons and across the curriculum.

Throughout the school, all children are encouraged to choose books that they would like to read, and are given the skills needed to choose books which are appropriate.

Opportunities for extending reading mileage at Halton Lodge are:

- Individual Reading (1:1 reading with an adult in school)
- Shared Reading (class novels and other texts)
- Guided Reading (in ability groups)
- Reading across the curriculum
- Comprehension and whole class reading sessions
- Home reading
- Children should also listen to stories read aloud on a daily basis.

Appropriate Level Texts

According to Ofsted, 'Texts pupils read should match children's proficiency so they are reading at 90% accuracy.' At Halton Lodge Primary School, we understand the importance of children enjoying the reading process and how this can be impeded if the children are faced with texts that are inaccessible. Therefore, staff ensure that the texts that the children are reading are sufficiently accessible, so that at least 90- 94% of the words are decodable. In addition, it is important to check that the children are understanding the text – reading is a 'message getting activity' not simply a decoding activity.

Accuracy rate 95-100%. The reader is reading a text that is EASY. A high level of success will be experienced. Texts that children read independently of adult support should be of this level, so they can read for pleasure.

Accuracy rate 90-94%. The reader is reading a text that is INSTRUCTIONAL. At this level, children will require adult support in order to decode at a rate that does not impede comprehension. This level of text is appropriate for guided reading or reading with an adult.

Accuracy rate 60-89%. The reader is reading a text that is HARD. The rate of reading will be too slow for the children to comprehend what they have read. A child found to be reading a text of this level should be encouraged to change their book. This might be to a book at a lower level or an easier book at the same level. *However, some books at this level can be read by the teacher (for example class novels - with the teacher decoding and explaining vocabulary as and when necessary).*

Independent Reading books are levelled according to Reading book bands at our school. Within each book band there is a range of books from different reading schemes.

Skilled Adults and the Teaching of Reading

At Halton Lodge Primary School, much time has been invested into the training of teaching staff and support staff so that they are equipped and confident to deliver the teaching of reading. All teachers and teaching assistants have been trained in synthetic phonics. Most teachers and teaching assistants have also received guided reading training. The school employs an Every Child A Reader (ECAR) Teacher who, in addition to providing Reading Recovery lessons, acts as a point of reference and support for all other staff. Another member of staff is also trained in ECAR and provides support for all staff too.

At Halton Lodge Primary School, every child experiences high quality reading teaching through phonics/spelling teaching, individual 1-1 reading, guided reading sessions, whole class shared reading and a daily 'stop and drop' – in which children listen to a story. *This can be a short story, or as part of an extended class novel.*

Phonics and spelling

At Halton Lodge Primary School, children from EYFS to Year 2, have a daily 25 minute session of phonics. This is planned from 'Letters and Sounds'. Any children below age related expectation should receive additional phonics teaching daily, or at least 3 times per week.

Across KS2, all children receive a 25 minute daily session of SPAG or phonics (appropriate to ability).

Guided Reading

The aim of guided reading is to develop the skills, knowledge and understanding of reading in all pupils through a wide range texts that closely match their ability.

All pupils should have a guided reading session with their teacher at least once every week. This should be planned for, using the school planning pro-forma, and include opportunities for retrieval and inference – as this is a whole school target and key area for development at our school. Teachers should record assessments to plan subsequent guided reading sessions; and consolidate, reinforce or build on these skills.

Evidence that guided reading has taken place should be recorded in home- school diaries.

One to One Reading

Children should be listened to at least once a week in school, by either a teacher or a teaching assistant, or skilled adult. This should also be recorded in home-school diaries. Whenever possible, we enlist the help of parents to support in one to one reading; and support them to do this effectively.

Whole Class Teaching

The teacher models reading using big books, electronic texts, whole class sets of a novel and extracts. At all times we aim to encourage a love of reading; as a teacher who is enthusiastic about reading often enthuses others to read, in the same way as a parent who is an avid reader.

Assessment and Target setting

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all children make at least good progress. Tracking of pupils reading level (book band) takes place half termly.

Formal reading assessments take place **termly** using P.I.R.A. Tests (from Summer Term in reception to Autumn Term in Year 2) and NFER Reading Tests (in KS2). End of Key Stage Tests are used to validate the teachers' assessment of reading during the Summer Term in Year 2 and Year 6.

Monitoring

Monitoring of the teaching and learning of reading takes place through various means:

1. Observations of guided reading and phonics teaching.
2. Monitoring of planning and record keeping.
3. One to one reading where the English Subject Leader (or other Senior Leader) listens to a child read to establish the accuracy of the reading level awarded and the suitability of the reading material. The child is also asked questions about their reading at this stage.
4. Learning Walks to establish whether reading has been given a high profile within each classroom (displays, reading areas)

Evidence gathered is used to inform the English action plan.

Parental Involvement

Parents are encouraged to listen to their children read at home. Children take a 'reading book' home every day.

Parents are asked to comment/sign their children's reading record book every time their child reads at home.

Appendix 1: The strategies taught to be a successful reader

At Halton Lodge Primary School, we recognise that reading is a personal and highly complicated process. We aim to give our children every chance of being successful readers, through actively teaching the following skills.

Concepts about print - Discuss front cover - Turn pages appropriately - Understand that left page comes before right - Understand that we read print from left to right - Match spoken word to printed word (one-to-one correspondence)

Decoding and blending & knowledge of the alphabetic code - Sound talk words - Identify known graphemes - Break words into chunks

Self-monitoring and self-correction - Stop if it doesn't make sense / sound right / look right - The adult should not intervene too quickly when an error is made, but allow time for the child to self monitor.

Rereading - Reread a phrase or sentence to check, confirm, problem solve or self correct. - Have a 'run up' to a tricky word, get mouth ready and think about what would make sense.

Phrasing and fluency When children are first learning to read, they need to have control over one to one matching and pointing to the words is useful. However, this can slow reading down and children begin to think that 'reading' means 'word reading'. As soon as one to one matching is secure, children should be encouraged to speed up and stop pointing. We should not accept slow, staccato, word-by-word reading. When this becomes a habit, it is very hard to break. An expectation of making the reading 'sound good' is fundamental. If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving.

Retrieval Locating information in text to answer a question.

Inference and deduction Children should be encouraged to ask their own questions about their reading. Taught using inference training texts and activities.

Authorial awareness (point of view, linguistic choices, structural choices, context of text)

Appendix 2: Classroom Organisation and Procedures

Individual and Independent reading

Children should take a reading book home every day. Teachers need to monitor this, to ensure that children are choosing appropriate books for their ability and age. Children should be supported in changing their books regularly.

Children should bring their book bag, reading book and reading record book to school every day. This is important for continuity and progression when they read to adults in school or participate in independent reading and silent reading activities.

Children who persistently forget to bring their reading books to school should have a reading book which is kept at school, as well as sending a book home.

Parents are encouraged to read with their children every day and to write in their reading record books; therefore it is important that these are checked regularly) so that teachers can respond. Communication needs to be two-way. Teachers should write a comment at least weekly.

Older children in KS2 can take more responsibility for recording their own comments when they read at home. Parents can sign to say that their child has read.

Many of our children do not read regularly with an adult at home; therefore it is important that they have opportunities for 1:1 reading to an adult (including their teacher) in school. This has emotional benefits, as well as allowing teachers to monitor reading and comprehension. Teachers should have a system / tick sheet for recording when children have 1:1 reading.

Reading Areas

All classrooms should have an attractive, and inviting reading area. There should be a range of books, fiction and non-fiction, in a variety of genres and styles and reflecting both genders and the diverse culture of our children. The children should also be encouraged, and shown how, to use the school library; and topic books related to the class topics should also be available in each classroom for the children to read and use for research.