Reading Policy

Reviewed on: Autumn 2020
Review due: November 2022
Date:
Signed:

Our Promise

We want the children at Westdale to become passionate about books and read for pleasure. We want them to see that this is the key to everything and it is a lifelong passion and skill. It will open up new ideas and worlds for them. Reading is a very complex but essential skill. Approaches to the teaching of reading should encourage children to use a wide range of strategies whilst also understanding the meaning of what they are reading. We will provide them will early and developing reading skills which will enable them to leave Westdale as a reader.

We want to encourage children:

- To have a real love and interest in reading.
- To listen to and enjoy stories and be independent readers.
- To develop a wide range of reading strategies.
- To understand and talk about the texts they read.
- To read a wide range of genres and read across the curriculum.
- To develops children's interests through a wide range of media.
- To communicate their love of reading orally.
- To read at the age related standard for their year group.

Individual Reading using 'Switch On' strategies

This is where the teacher reads one to one with an adult in school. The expectation is that children will have an individual read every other week. This will be more frequently if they have been targeted for support. More fluent readers will be listened to during class comprehensions so there will be less record of one to one reads in some diaries. Stamps will be used to alert parents of class reading/group times.

Staff at Westdale are trained in switch on reading and follow this approach when reading with a child.

How will we do this?
In Foundation Stage and Key Stage 1 children are taught reading through individual and guided reading sessions as well as class comprehensions.

What does an individual reading session look like?
We base our session on the principles of the ECAR (Every Child a Reader) programme and an individual reading session should look like the following:

Book Introduction

- A new book must be read unless the child needs confidence building first eg. they haven't read it at home.
- This book must be matched to their phonic ability.
- Children may also choose another text of their choice.
- Tell child the title
- Give a brief outline of plot (a story about…)
- Give character names
- Discuss the setting
- Highlight and give tricky words (within reason)
- Follow with an immediate read

First read

- If the child gets stuck ask…
- What can we do to work that word out?
- Go back to the start of the sentence… get your mouth ready….what's the first sound?
- Use the picture
- What would make sense?
- If struggling give the word to maintain meaning and flow

Mistakes

If child makes a mistake don't immediately correct! Wait and ask at the end of the sentence or page….

- Did that sound right?
- Can you say that?
- Did that start with the right sound?
- Model the child's mistake, can they spot it?

Praise and Prompt

At end of the session give praise for an area they have done well (using meaning or picture, sentence structure or visual information to arrive at a word, rereading, fluency, expression, punctuation).
Then give an area for development (prompt) – examples from list above.
Hang fire! Don't correct mistakes until praise or prompt **unless** the text is too hard. Don't react (smiling, nodding, pointing, frowning etc).

Sit back - let the child take the control of the book. Encourage finger only until 1 to 1 matching is established (or new text) then children should take away pointing finger and use eyes only. Insist on a good reading position at a desk from day one.

Vulnerable Readers

There will be times that teachers/staff have to use their knowledge and expertise when reading with vulnerable children. These might include children with severe needs or that need extra nurture. This might mean a child builds confidence with an original, easier text first. This might involve more teacher modelling. These children will need consideration when reading with unknown volunteers.

Guided Reading

These sessions take place for groups of targeted children who still need more support with the mechanics of reading but for whose comprehension needs to continue to develop alongside this.

What does a Guided Reading session look like?

Pupils are guided through ways of developing reading strategies and responding to the text. The children work in small groups reading their own copy of a text.

1. Book Introduction

Set a purpose for the reading with reference to learning objectives. Talk about genre/text type. Make connections to prior reading or previous session. Skim over text to gain overview before reading.

2. Strategy Check

Discuss strategies, making explicit reference to strategies children will use to help them decode and comprehend what they are reading. Encourage pupils to explain to each other how they will read new/unfamiliar words. Prompt beginner readers to use their developing phonic knowledge. Prompt developing readers to use comprehension skills; skimming, scanning, re-reading; checking for organisational features, etc. Also, highlight any difficult vocabulary or choice of words by the author.

3. Independent Session

Children read independently either in a "soft" voice or silently while the teacher moves round the group listening to individuals reading a short extract. Questions may be asked or focus given to particular teaching points to deepen understanding. Give praise for use of appropriate strategies.

4. Return to the Text

Whole group consideration of text, reviewing the use of particular strategies, revisiting questions asked at the start of the session and encouraging the children to identify issues to be discussed or clarified.

5. Respond to the Text

Allow children time to respond to the text, ask questions, develop and justify their opinions. Follow up tasks may be set.

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Class Comprehension

We follow a class comprehension programme developed and heavily researched by Jason Wade while also using elements of a Pie Corbett and Michael Rosen approach in order to understand and unpick texts. This is used with discretion from Reception to Year 2 so will be adapted to suit the age of children. We give extra support to children who have not yet secured the mechanics of reading. Staff, including our school Learning Mentor, are deployed to classes doing main class comprehension sessions so that all staff give reading maximum support and focus.

A general progression will look like this and will go over a number of sessions:

A text is chosen based on the topic (building up a cloud of knowledge around the topic eg. poetry, non-fiction and fiction). The text has enough new vocabulary in to teach new words for meaning.

Storm Dragon

The storm dragon is stirring,
Roused from cloud-wrapped dreams,
His jagged teeth begin to grind.
His claws uncurl, his limbs unwind.
His ashen pupils gleam.

The storm dragon is stirring.
His wrath begins to rise.
His mighty tail now starts to thrash,
His fiery breath, to flare and flash.
There's menace in his eyes.

The storm dragon is raging.
He rakes his razor claws,
Across the blanket of the sky,
To burst the timid clouds on high.
All heaven hears his roars.

The storm dragon is raging.
The world's roof is ablaze.
His fury shakes the strongest trees,
And punishes the helpless seas,
Beneath his brutal gaze.

The storm dragon is fading.
Exhausted from his blast,
His rasping breath has no more spark.
As sunlight pushes through the dark,
His rage is spent at last.

The storm dragon is fading,
Collapsing in a heap.
As slumber takes the beast once more,
At peace with just the faintest snore,

Review previously taught knowledge /vocab eg. quick fire matching games, multiple choice or what does ___ mean?
Read the text together, modelled by the teacher. Use the visualizer and follow. All children have the text in front of them. Reading strategies are modelled and taught, eg .pace, fluency, blending, chunking, making sense, punctuation and features etc. Children have opportunities to practise re-reading and using these strategies. Children will work independently as well as in peer feedback partners. As they progress, they will use a peer feedback sheet.
Vocabulary- go over new vocabulary with childspeak explanations. Have pictures to explain and knowledge section to build up knowledge of the topic. Use the word in another context. Keep practising these words all the time. Highlight the vocabulary on the text. As children progress summarise passages of the text. This learning is displayed around the room and referred to constantly. Children are encouraged to discuss words they are unsure of.
Own the text- Children will also be given the chance to link the text to their own experiences so they become emotionally involved, creating their own questions, answering them and proving why.
Questions- Vocabulary questions/content questions/text dependent. Teaching different styles of questions. Also allowing children to generate questions thereby unpicking the text themselves. Children are taught to find evidence within a text through highlighting/underlining. This is developed as the children become ready. This develops into written comprehension sessions and investigations into texts as they progress.

Key concept of a shared read:

This is where students observe an expert reading the text with fluency and expression. The text must be large enough for all the students to see clearly, so they can share in the reading of the text. It is through Shared Reading that the reading process and reading strategies that readers use are modelled. In Shared Reading, children participate in reading, learn critical concepts of how print works, get the feel of learning and begin to perceive themselves as readers. **This should be done at least once a week.**

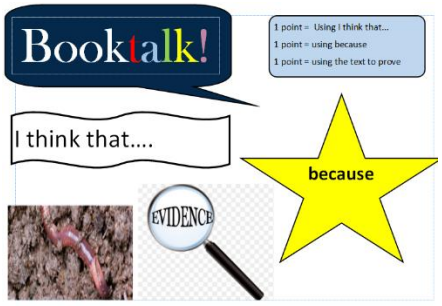
Some of the benefits of Shared Reading:

• Allows students to enjoy literature that they may not be able to read on their own.
• Ensures that all students feel successful by providing support to the entire group.
• Students act as though they are reading.
• Helps novice readers learn about the relationship between oral language and printed language.
• Assists students in learning where to look and/or focus their attention.
• Supports students as they gain awareness of symbols and print conventions, while constructing meaning from the text read.
• Assists students in making connections between background knowledge and new information.
• Focuses on and helps to develop concepts about print and phonemic connections.
• Helps in teaching frequently used vocabulary.
• Encourages prediction in reading.
• Helps students develop a sense of story and increases comprehension.

Talk for Writing

Strategies such as Book talk are used to unpick texts. In shared reading children are encouraged to make story maps and actions to enable communal story telling.

Core texts have been selected for each class. These core texts should be ones that children will get to know and love and be embedded into their storytelling.



Children use a BOOK TALK frame across all classes to encourage speaking and listening and for those children who cannot yet apply their responses on paper.

Year group structure:

F2

- 1:1 reading by teachers, TA's and parents weekly
- Switch on strategy
- Shared reading daily to model reading strategies
- Story time – comprehension and key words focus
- New vocabulary to be highlighted, displayed and sent home
- Read more extended texts as the year goes on
- Book talk and more extended texts for more fluent and confident readers

Year 1

- Autumn: group reads and one to one (every other week) key children every week
- Class comprehension 3x half term with two/three sessions a week
- Shared reading at least 3 x a week
- Daily whole class story time – non negotiable

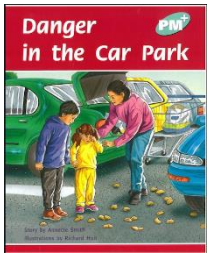
Year 2

- Key children read weekly, rest of the class every other week
- Use of Literacy volunteer
- Class comprehension main reading practise
- Guided group for those still needing support for the mechanics
- Shared reading
- Daily whole class story time – non negotiable

Star challenges

Reading challenges can have a star based system to allow for differentiation but to also encourage high expectations and aspirations. These are explained at the beginning of the session during the WALT/WILF and are displayed at the top of work. This means that children know the next steps to help their reading progress.

Choosing Books /Bookbands



Children are encouraged to make independent choices of reading books as soon as possible and whenever they need to. In Foundation and Key Stage 1 classes, children have a reading book (to be read by them) and can choose any other book from school they wish to read too. We use the book band system to level reading books and children are expected to know which colour book band they are on. Teachers will assess children before they move up a book band.
We also use a PM book band system that enables children to move more gradually through a colour band to facilitate more rapid progress.

Books are changed by teachers when they read with children but children are encouraged to change books as many times as they like to maintain interest. Parents can come in during the morning (if appropriate) or at the end of the school day if they wish to do this with their child. We encourage children to read books from home alongside their school reading books; children are not just limited

to their reading book for class dojo reads. Children are encouraged as they get older, and are given set times, to change books. e.g. during morning learning time.

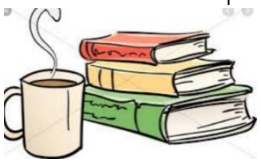
Story/reading time

This takes place at 3pm every day (flexible dependent on timetable) and other key times during the day as chosen by the teacher. Reading is to be made a high priority and should be enjoyed, valued and encouraged frequently. Staff are encouraged to be role model too by sharing the books they read and reading in front of children during whole class reading sessions.

Reading Areas

All classrooms in the school are expected to have a reading area in which children can enjoy reading. It should be a space that is inviting and relaxing. Reading areas provide a place and opportunity for browsing, choosing, reading. All classes have a huge range of quality books.
Classrooms should have:

- A clearly defined reading area
- A range of books ie picture books, poetry, shorter chapter books, longer novels, information books, reference books, children's own published books
- Clearly categorised and labelled books
- Appropriate storage including book boxes, baskets, book stands
- A regular display focused on books, which changes regularly for example author, theme, text, children's book responses, reviews



- A pleasant and welcoming environment for reading through the use of carpet, cushions, materials, plants, posters
- A listening area with recorded books
- All classrooms have a book café weekly or twice weekly where children can choose quality texts and share them with friends and staff.

Reading diaries

Children all have a reading diary for school and home use. Parents are encouraged to read with their children 3-5 times a week although recent pupil voice feedback, children voted to extend this to 7! Staff also record a praise and prompt comment in reading diaries to assist children and parents with next steps. Diaries are signed by the adult reading with the child. Diaries may be stamped by teachers, as children move more into class comprehensions rather than individual reads. This stamp may say ‘your child read in a group today’. Teachers have their own assessment folders to record the child’s progress.

Class Dojo

Class Dojo is our reading reward system to celebrate children reading as much as they can at home. Children swap reading points for prizes. They are rewarded for up to 7 reads a week and staff record these point for parents to see.

Year 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

Common and High Frequency words

Children are taught to read the common and high frequency words relevant to their year group. They are assessed on sight recognition of words termly and practise these skills regularly in phonics and English sessions. This includes tricky words- those words that cannot be easily sounded out.

Parental involvement

Children are linked to our Class Dojo reading scheme via an app. They are also expected to use the reading diaries to sign reads and comment on progress. Parents are encouraged and welcomed into school to read in classes as volunteers (subject to a DBS check). Parents and carers are also invited in during the mornings in foundation, year one and up to the October half term in year two to share books with their child. Parents and carers are encouraged and welcomed to make appointments with staff to discuss their child's reading at any time but will receive formal, written feedback in a report three times a year and in teacher/parent meetings twice a year. All year groups hold a reading meeting to support parents in assisting their child at home. Children are also set home learning tasks

which can include reading tasks that they complete at their discretion at home. These are shared and celebrated within class. Parents and carers also take part in parental voice sessions throughout the year to share their ideas for how to move reading and writing on.

Pupil Voice

Children can discuss their opinion of reading and schemes within school via pupil voice sessions. They have an input into school policies and practice. This is through the House Captains, School Parliament and pupil voice sessions.

Competitions and celebrations

Throughout the year children's reading is celebrated and encouraged through competitions, visitors and events such as World Book Day, theatre productions, staff sharing books, rivers of reading, extreme reads and other initiatives. House Captains and School Parliament generate ideas too. Some classes use a special take home bag, bear or toy to encourage children to enjoy topic related books.

Planning, Assessment, Marking, Moderation and Monitoring (see Feedback Policy)

Teachers team plan reading comprehension and differentiate accordingly. They work from children's existing knowledge and are flexible in their approach. They annotate plans to inform future planning.

Reading is assessed by teachers and staff in school through the school's assessment grids and is recorded on an assessment system called EAZMAG. Levels are recorded twice a year in Spring and Summer and monitored through pupil progress meetings with teachers. Tracking and assessment is more frequent for our disadvantaged and vulnerable children as well as our lowest 20% of readers. We monitor these children every six weeks to ensure support and progress is focused and maximised.

Teachers record progress in reading diaries and in class reading folders. They also use formative and summative assessment constantly to measure progress. Reading is assessed against the national curriculum standards for KS1 and against Development Matters and the Early Learning Goals in the Foundation Stage. Westdale moderate assessments between year groups, as a whole staff, with the family of schools and receive statutory moderations. In the Autumn term teachers have review meetings to check progress with previous teachers and the CLT (Central Leadership Team).

Feedback is verbal within a session and during comprehension application. Children are given adequate time to respond to that feedback. Teachers are not expected to mark work in written form. CLT and the English lead take part in monitoring tasks. This is in the form of learning walks, reading diary collection, book band analysis, data collection and observations. The English Lead is responsible for coordinating and delivering an action plan to improve the teaching and progress of reading.

Equal Opportunities

Our school ensures that all children cover the content statutory within the National Curriculum for their programme of study. Children are given suitable resources, and the learning environment is set up to enable children to access the learning required therefore ensuring progression. All staff have high expectations for all pupils.

Vulnerable Groups (including SEN and Pupil Premium)

All children have full access to the development of reading and comprehension skills. Any intensive support takes place as the teacher sees fit, in the form of extra intervention. At Westdale we believe a child has to be ready emotionally to learn, therefore nurture support is prioritised for some children to enable this. All staff are involved in interventions and use impact and intervention grids as well as pupil premium and SEND case studies to record and measure attainment and progress regularly. Parents are kept informed and encouraged to assist in helping their child through regular meetings. We are able to offer some children the opportunity to come to our Breakfast Club before school provision. This enables them to gain extra support and practise in relation to reading in a relaxed atmosphere. All vulnerable groups receive extra reads. We work with many agencies to make sure children are supported to be reading ready.

Able, Gifted and Talented: Children who are high attainers in reading will be recognised, encouraged and given extra support to develop their skills in reading and comprehension.