



**Holden
Clough**
Community
Primary School

Policy for Reading

2020-21



Our Vision Statement

“A family of independent life-long learners that reach for the stars”

AT HOLDEN CLOUGH COMMUNITY PRIMARY WE HAVE ‘STAR QUALITY’

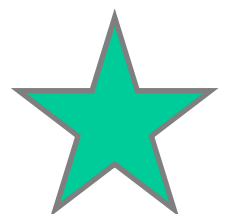
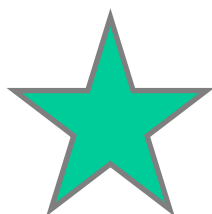
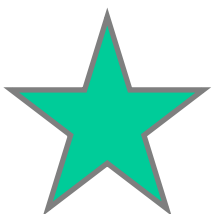
S- We enjoy change and challenge, demonstrating **STICKABILITY** in everything we do

T- We love learning and laugh a lot **TOGETHER**

A- We strive for excellence and **ACHIEVEMENT** in everything that we do

R- We value and **RESPECT** each other as friends and celebrate our differences

We are resilient...	<ul style="list-style-type: none"> • We are not distracted • We stick at it when we are in the pit • We take risks in our learning • We respond positively to change • We control our feelings and emotions
We are reflective	<ul style="list-style-type: none"> • We know what we are learning and why • We review our work and act on outcomes • We set realistic goals and criteria for success • We know how well we are doing and what we need to do to improve • We invite feedback and deal positively with praise, setbacks & criticism • We make changes to improve our learning?
We ask questions	<ul style="list-style-type: none"> • We express our thoughts as questions • We know what open and closed questions are • We feel confident to ask questions • We feel confident to challenge our friends or teachers' ideas • We ask 'why', 'how' and 'what if' questions
We are effective Participators	<ul style="list-style-type: none"> • We are good listeners and industrious learners • We organise ourselves, we are independent and work out our goals and priorities • We show personal responsibility, initiative, creativity and enterprise • We use a range of techniques to collect and organise information • We engage actively with issues that affect us and those around us
We make good choices	<ul style="list-style-type: none"> • We take informed and well-reasoned decisions, recognising that others have different belief's and attitudes • We take responsible action to bring improvement for others as well as ourselves • We discuss issues of concern, seeking resolution • We are accountable for our own actions
We work as part of a Team	<ul style="list-style-type: none"> • We work confidently with others, adapting to different contexts and taking responsibility for our own role • We listen and take account of others' views • We form collaborative relationships, resolving issues and reaching agreed outcomes • We enjoy using Kagan in lessons • We adapt behaviours to suit different roles and situations • We show fairness and consideration towards others



Introduction

At Holden Clough, we believe reading is an important life skill and we strive for all children to enjoy and value it. We recognise the enjoyment in reading arises from deriving meaning from text. It is our main aim to develop and create passionate readers for life.

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

Intent

- To develop a love of books and reading.
- To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- Develop children`s experiences through a variety of text including the use of libraries, ICT and other available media.
- Enable our pupils to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To deliver structured and consistent school approaches to reading.
- To recognise the value of parents / carers as essential components in supporting and developing children`s reading skills and love of reading.
- To rigorously monitor and assess children`s progress in reading and identify those who require extra support and intervene at an early stage.
- Enhance pupils` learning through enrichment activities, such as working with famous authors and taking part in World Book Day Celebrations.

Phonics

All children in EYFS and Key Stage 1 will be taught phonics through 'First Class Phonics.' This will take place in dedicated phonics lessons. Children will be grouped by ability for these lessons. Additional phonics support will be given to children in each Key Stage if they fail to pass the Phonics test in Y2, whilst as part of our 'recovery curriculum' phonics sessions will be running twice daily up until a minimum of Christmas. Furthermore, in Reception & KS1 children`s take-home books match their respective stage of phonetic development. In Key Stage 2, phonics awareness checks are carried out, followed by targeted interventions where necessary to ensure that any gaps in knowledge are filled as quickly as possible. Please see phonics policy for the intricacies of the teaching of phonics.

Guided Reading – EYFS - Year 3

Children in years EYFS-3 have the opportunity to take part in a guided reading session in a small group (4 – 6) supported by an adult. This happens on a weekly basis in years EYFS – Year 3. From the Spring Term, children in Year 3 will transition to whole-class reading. This transition doesn't take place until this time as we feel guided reading carousel still benefits children in developing their

reading fluency and decoding skills, the need for this being especially prevalent this year given a six-month lockdown whereby the vast majority of children were not able to attend school due to the Covid-19 pandemic

To enable children to become immersed fully in texts, texts are strategically matched to the reading level of that particular guided reading group. This is determined by rigorous summative testing, and benchmarking where appropriate. Children are exposed to a wide range of text types during these sessions including picture books, non-fiction, poetry, short chapter books and play scripts. E-books are also utilised within these sessions through the use of 'Bug Club'.

Children also take part in pre-reading sessions conducted by a learning support assistant which they then follow up during a guided session with their teacher to develop a deeper understanding, through close questioning and discussion of the focus texts. Activities will be planned around the focus texts to enable children to use and apply their higher order questioning skills.

Whole Class Reading Years 3-6

Children in Years 3-6 partake in whole class reading whereby there is a greater focus on comprehension and understanding. This is not to say that the further development of reading fluency is disregarded or ignored, and to this extent, teacher-led modelling of fluent reading is pivotal to these sessions. Choral reading (all children reading together in unison), paired reading and stand-alone, weekly echo reading sessions are also strategies employed to assist in the development of reading fluency. Additional interventions are also implemented for those still struggling to read with appropriate fluency.

Whole class reading sessions are conducted four times a week and each session has a focus based upon the KS2 reading content domains. The structure of the session consists of:

- Retrieval or summarising activity/recap quiz
- Teacher & Learning Support Assistant-led reading combined with choral, echo and individual reading as deemed appropriate.
- Vocabulary extraction coupled with activities to embed the new vocabulary
- Children responding to the text in the form of KS2 SATs style comprehension questions (matched to the focus of the session) whereby the teacher guides and models strategies to access/answer such questions. Children are then allocated time to mark their answers allowing for misconceptions to be addressed.

In terms of the reading materials chosen for the children during these sessions, whole class sets of chapter books/novels are chosen for each class, in conjunction with the class teacher, pitched at the year group's respective reading age. These are read alongside a wide range of poetry and non-fiction, with at least one week every half term being set aside for each of these text types (2 weeks in total). Staff are also encouraged to share/use age-appropriate picture books as part of whole class reading. Indeed this a key element of English lessons, whereby picture books are used as the stimuli for a particular unit of writing.

Echo Reading

This is a whole school initiative which takes place discretely within reading sessions in addition to having a weekly session devoted solely to it. The aim of this session is to further develop fluency and confidence in reading. Teachers source short texts or extracts of texts then model how it should be read with appropriate tone, intonation, expression etc. The children then in pairs, or indeed individually, practise replicating a part of the text modelled by the teacher, using text marking to indicate which part of the text they believe needs to be read with a slightly higher pitch or greater volume for example. The children then perform the extract and the rest of the class feedback using a set criterion such as appropriate intonation or pace.

Individual Reading

All children will have at least one individual reading book from the school's reading scheme until they reach 'Pearl' Stage. The book they read will then be a "free reader" from the class library or the main library. Children who are free readers may also bring a book of their own choice from home with the agreement of their teacher. Books are carefully chosen to ensure they have an element of challenge and children are reading a wide range of text types.

Foundation Stage

Children are heard read by an adult at least once a week. This can take the form of key words, sounds or individual reading books. This will be recorded in the child's reading record book which is used as a communication tool between parents and teachers. Reading books are exchanged once the child has read to an adult in school. This is usually weekly unless further practice of the book is felt appropriate. Children may read to other adults such as parent helpers. Parents are expected to listen to their child read and ask questions about the book to check comprehension and are asked to make comments in their child's reading record book.

Key Stage 1

Children are heard read at least once a week in a guided reading session and will read their individual reading book to an adult in school. Individual reading will be recorded in the child's reading record book and that classes respective reading file. Vulnerable children and children who require extra support with reading skills will read their individual reading book to a member of staff a minimum of three times per week. Children also have 'enjoyment of reading' time where they will read a book of their choice. The teacher monitors each child's progress and sets targets based upon this. The year group expectations are also highlighted at least once each half term, using the school assessment system, so that progress against the statements is clear. Progress and targets are shared with parents.

Lower Key Stage 2

Children are heard read at least once a week within whole class reading sessions and will read their individual reading book to an adult in school. Individual reading will be recorded in the child's reading record book and that classes respective reading file. Vulnerable children and children who require extra support with reading skills will read their individual reading book to a member of staff a minimum of three times per week. Children also have 'enjoyment of reading' time where they will read a book of their choice. The teacher monitors each child's progress and sets targets based upon this. The year group expectations are also highlighted at least once each half term, using the school

assessment system, so that progress against the statements is clear. Progress and targets are shared with parents.

Upper Key Stage 2

Children are responsible for regularly changing their reading books, either from a scheme book or a free choice book from home or school. It is expected that most children will be a “free reader”. Children are heard read at least once a week within whole class reading sessions and will read their individual reading book to an adult in school. Individual reading will be recorded in the child’s reading record book and that classes respective reading file. Vulnerable children and children who require extra support with reading skills will read their individual reading book to a member of staff a minimum of three times per week. Children also have ‘enjoyment of reading’ time where they will read a book of their choice. The teacher monitors each child’s progress and sets targets based upon this. The year group expectations are also highlighted at least once each half term, using the school assessment system, so that progress against the statements is clear. Progress and targets are shared with parents.

Home Reading

In EYFS, KS1 & KS2, children take a home reading book based on their reading level. We expect that children should read at home each evening, as outlined in our homework policy, which has been signed and agreed by parents. Individual reward systems have been set up in classes to encourage this and parents are informed of our expectations through parents meetings and half termly newsletters. Parents are invited to our library spaces with their children to share in the book selection process and encourage reading with their children. In addition to this, we also invite children to take part in reading competitions at home such as the Tameside Summer Reading Challenge.

Reading Aloud

There are opportunities planned for children to read aloud to a variety of audiences. This could be through their literacy work, guided/whole class reading or by performing to audiences including the whole school and parents. Higher order reading skills and reading comprehension are explicitly taught through reading lessons and this consolidates that taught in guided reading/whole class reading sessions.

The Reading Environment

Every class will have access to a reading area and/or a library area that invites children to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race. ICT in the classroom through laptops, iPads and interactive whiteboards will be available for children to access digitally written materials to support their learning in all curriculum areas. All staff will display the book their class are currently reading on their classroom door with children’s reviews of the book as appropriate. Each class will have a running reading record detailing the books they have read throughout the course of the year, and this will have a short biography of the author of the book. Children will then be able to recall these authors and discuss their books.

All classes will have a text that is shared for the purpose of reading lessons and a book that is for enjoyment. The latter book may be read to the children at the end of the school day or at any other appropriate moment, but is an expectation of all staff to devote 15 minutes each day to reading for pleasure. Library and outdoor space can be utilised for this. A respect for books will be fostered and

modelled by all staff; it is important that children also see staff as readers too. To this extent, during any independent reading sessions whereby children are free to read a book of their choice, staff are to do the same (obviously children's books). There is a large library area in KS2 whereby a wall is devoted to children's and staff's recommended reads which is changed half-termly. Those selected for the wall write a short synopsis/review of their chosen book – this includes staff.

Library

All children are entitled to borrow library books and each class has their own library slot. Library books are changed at the teacher's discretion and by choice of the child.

Volunteers

The school encourages people who have spare time to come into school to listen to readers. Each volunteer will be allocated to a class and the class teacher will then select children who will benefit from reading more often throughout the week. The class teacher is responsible for ensuring that the volunteer has the support needed to help them carry out their role effectively.

Working in partnership with parents

The teaching of reading is greatly enhanced if there is strong communication and support from parents. A reading and writing meeting is held for all new parents in September to explain how reading is taught in school and how parents can support their child at home. Parent workshops on Guided Reading and Phonics also take place throughout the year.

Author Visits

The school has established a link with Author's abroad whereby on three separate occasions throughout the year children from all year groups partake in a workshop with a storyteller, poet or author of a children's book. These visits further harbour a love of reading amongst the children and also provide an aspirational role model in the form of an author. The individual's works/texts are shared pre and post visit and children are encouraged to develop a knowledge of the concerned individual's life/other works.

Assessment and Record Keeping

In KS1 children are assessed during each assessment cycle using reading tests as outlined on our assessment timetable. (A range of NFER and for Year 2, SATs materials used). At the end of Year 1, children are assessed on their phonics skills using the government phonics screening test; children who do not reach the required score will be tested again at the end of Year 2.

Teachers in Years 1-3 (Year 3 up until they transition to whole-class reading) also complete a group guided reading planning and assessment sheet during guided reading sessions. These assessment sheets have been designed in conjunction with BCED Consulting and include elements from the End of key stage NC assessments (SATs). Both the individual tests and the guided reading assessment sheets are used to set individual and group reading targets for as well as identifying children in need of intervention.

In KS2, teachers assess children's reading and comprehension ages through NFER and in Year 6, SATs assessments which take place in line with the schools assessment cycle/timetable. Teachers, if necessary, also use benchmarking where appropriate to determine a child's reading age and book banding.

In all year groups, a question level analysis is conducted on the conclusion of reading assessments to help in the planning and delivery of reading in terms of planning gaps that may have arisen from these tests. Children's scores and progress is tracked through the school's assessment and tracking system. Progress in reading is discussed at pupil progress meetings held half termly. Specific intervention strategies are put into place to support children who have not made the expected progress.

Equal Opportunities

Provision is made for all children regardless of ability, disability, additional needs, medical conditions, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the school will take measures against those who do not abide by this ethos.

Monitoring and Evaluation

Policy and practice is monitored and evaluated on a regular basis. Monitoring may take the form of lesson observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning. The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to the school advocates on the effectiveness of the policy.