



Reading for Skills and Enjoyment at...

White Mere Community Primary School



Reading Policy

November 2017

Why is reading so important at White Mere?

At White Mere, we believe reading is a fundamental skill needed to ensure our pupils achieve successfully throughout their lives. It is not simply the decoding of words on a page. It also involves the ability to read with understanding, to read a wide range of different types of texts including fiction and non-fiction, as well as real world texts such as labels, captions, lists and print in the environment.

Confidence and enjoyment in reading is key to independent learning, and also has a direct impact upon children's progress in every area of the curriculum.

Therefore, the effective teaching of reading and the celebration of reading for enjoyment throughout our school is a key priority.



At White Mere, we teach and celebrate reading through a range of approaches:

Reading is taught regularly and skills are reinforced across the curriculum. At

White Mere we teach reading through a combination of approaches:

- * Focused English lessons based on quality texts
- * Whole class shared reading
- * Guided reading outside the English sessions
- * Daily phonics sessions outside the English sessions
- * Paired and group reading by pupils
- * Individual reading sessions
- * Application of key reading skills through the creative curriculum
- * Library time for free reading and introduction to new texts
- * Home reading with parents
- * Introducing authors as role models
- * Celebrating annual book events such as World Book day
- * Travelling book fairs

All these approaches focus upon developing our pupils understanding across all of the assessment focuses for reading. (Please refer to glossary for an explanation of assessment focuses)

Our aims to promote skills and enjoyment in reading

- To develop successful reading strategies and skills in accuracy, fluency, understanding and response to texts
- To ensure children have a secure knowledge and understanding of text types and genres
- To develop enthusiastic, independent and reflective readers, through contact with quality, engaging, challenging and substantial texts
- To deliver an effective, structured and progressive whole school approach to the teaching of reading
- To ensure the accurate and effective assessment of reading to secure purposeful support, high expectations and challenge
- To create a reading culture by providing an enriched language environment within classrooms and throughout the school
- To provide a range of experiences of reading outside the classroom, such as local library visits, and reading workshops with authors
- To develop a love of reading and books

Teaching and Learning of Early Reading

At White Mere our phonics teaching and learning is **Fun, Fast, Frequent and Focused!**

To ensure our children are equipped with the phonic knowledge and skills needed to become fluent readers by end of Key Stage One (KS1), we deliver daily phonics sessions throughout Nursery, Reception, Year 1 and 2. We follow the Letters and Sounds programme of study for the teaching of phonics and Read Write Inc for letter formation.

In the Early Years, phonics is delivered daily in a discrete 20 minute session. Those pupils who are identified as not making expected progress are given an additional 15 minutes intervention session throughout the week. This ensures effective pupil progress in phonic knowledge and skills. The use of their phonic knowledge and skills is then encouraged throughout the day during child initiated play.

Through these phonic sessions, pupils have the opportunity to speak and listen to new sounds that allow them to successfully decode (read) and encode (write) familiar words and new vocabulary. Pupils are then able to use and apply these taught skills, not only in English sessions but across the curriculum as well.



‘Fred Frog’ plays a vital role in each phonics session! This is a strategy used to develop pupils’ skills when segmenting and blending sounds in words to support reading and spelling.

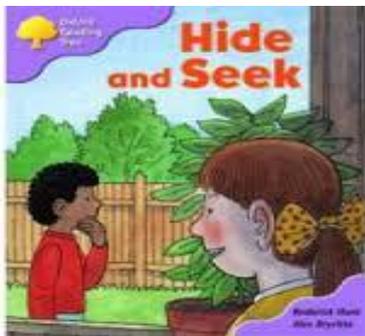
Developing Early Reading within the Early Years

Throughout the Foundation Stage, reading is taught through:

- Daily large and small group phonic sessions: Nursery (Phase 1 letters and sounds) and Reception (Phase 2, 3, and if appropriate 4)
- Introducing pupils to books through class story time
- Using quality texts as hooks into learning across all areas
- Acting and retelling stories with props and masks
- Whole class shared reading activities
- Small group reading activities
- Guided reading (in Reception in Summer Term)
- Individual reading
- Reading aloud to support 'tricky word' recognition
- Reading Friends - supportive reading strategy
- Home-readers - question prompts sent home to also develop AF2 and AF3
- Phonic Wallets for home which contain: phonic flash cards, tricky words, set words introduced to support recognition of 100 first high frequency words

Early Reading Books:

In Reception class, children are introduced to their first reading book and teachers complete individual reading sessions with each child, developing phonic and decoding skills. This continues up to the end of Year 1 and where still appropriate, for some pupils in Year 2. Teachers also challenge our children in the development of their retrieval of information and basic understanding of ideas and events within texts.



Reading books are selected by the teacher to ensure an appropriate level book for each pupil's stage of reading. They are taken home each night to encourage reading at home and sharing this experience with parents and carers. Each time a pupil reads at home or in school, a comment will be written in their reading/word record book.

KS1 Word Books

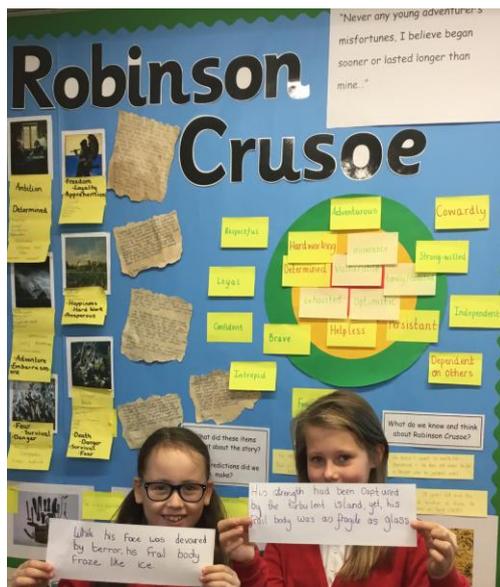
Word books are a key element of KS1 homework, to further develop our pupils reading skills. These books are taken home on a weekly basis so pupils have the opportunity to practise and consolidate reading and spelling of key words, with their parents. If a child completes these word books before the end of KS1, they will begin consolidation of more challenging key words and discrete spelling rules for Y2.

The Power of Reading

At White Mere, we teach English units through the ‘three phase teaching sequence’ which focuses upon the effective teaching of reading skills in phase 1 to develop writing skills effectively in phase 2 and 3. Pupils are immersed in quality texts and are taught to understand text types and genres as a writer and reader.



To support our teaching of reading further, we use materials and resources from ‘The Power of Reading’ website from CLPE (The Centre for Literacy in Primary Education). This high-quality resource provides our teachers with up to date book lists of recommended quality texts and new authors, as well as teaching sequence planning materials.



English displays are interactive working walls which support the teaching and learning of reading and writing throughout each English unit. They also celebrate and showcase the pupil's understanding of a specific text or text type.

Developing Reading Skills in KS1

In Year 1 and 2, the teaching of reading is developed further through the delivery of the New National Primary English Curriculum, which begins to introduce pupils to specific text types and genres, developing their understanding of different texts.

Year	Y1	Y2
Genre/ text Types	<p>Traditional and fairy tales</p> <p>Stories to love: with familiar settings and predictable language</p> <p>Contemporary fiction: New authors</p> <p>Instructions</p> <p>Reports</p> <p>Labels and Captions</p> <p>Simple recount - personal diary</p> <p>Rhyming poetry</p>	<p>Traditional Tales/ alternative tales</p> <p>Fables/ fables from around the world</p> <p>Stories to love: with familiar settings and predictable language</p> <p>Instructions</p> <p>Explanations</p> <p>Recounts</p> <p>Reports</p> <p>Performance Poetry</p> <p>Shape poems and Calligrams</p>

In KS1 Reading is taught through:

- Discrete English lessons, allow key reading objectives to be taught through focused shared reading activities, as well as guided and independent reading tasks.
- Individual reading sessions are completed, where children also have the opportunity to develop their decoding skills further, therefore, impacting upon their reading fluency.
- Discrete guided reading sessions (implemented in Y1 when appropriate)
- Application of reading skills is taught through our creative curriculum topics
- Daily phonics sessions
- Reading intervention sessions

Discrete Guided Reading Sessions

Discrete guided reading sessions are conducted daily within Year 2 and across all of Key Stage Two (KS2). We believe these sessions are vitally important and very effective in developing our pupils reading skills. These sessions are rigorously planned, focusing on specific reading objectives and targets across all assessment focuses, to ensure our pupils have a secure understanding of reading. We use more substantial and challenging texts to develop our pupils further as independent and reflective readers.

In Year 2 and in KS2, discrete guided reading sessions are conducted each morning. While a group will be completing their guided reading with the teacher, the remaining pupils will be completing independent reading or spelling, punctuation and grammar tasks. Independent tasks are also rigorously planned to ensure quality learning. Guided reading sessions and independent reading tasks are differentiated in relation to assessment levels, to ensure personalised learning and progression. These tasks give opportunities for pupils to consolidate and extend reading skills focused upon in their previous guided sessions.

Our guided reading planning is also used as a formative assessment tool. At the end of each session teachers evaluate pupils understanding against focus objectives. If the teacher feels the group has been secure with their understanding of focus objectives, these will be dated in the assessment grid at the top of the planning sheet. Once the same objective has been dated on more than three separate occasions, this objective is deemed as securely achieved. Teachers also make quality and purposeful comments on each child's understanding of the focus objective. This evaluation is then used effectively to inform future planning and as evidence for accurate assessment judgements in reading.

Our guided reading planning sheets are based on three stages of development: beginning to develop year group expectations, embedding year group expectations and demonstrating mastery and application of year group expectations. This ensures specific and personalised learning for each guided group, appropriate to their ability and allows for appropriate challenge. It also ensures all assessment focuses are covered to ensure effective progress to achieving independent application of year group expectations.

White Mere Community Primary School Guided Reading Record Sheet
Beginning to develop expectations of year 6

Objectives	Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in POS Appendix 1, both to read aloud and to understand the meaning of new words they meet. Can prepare readings with appropriate intonation to show their understanding and infer the meaning of unfamiliar words. AF1	In guided sessions, comments develop explanation of inferred meanings on characters' thoughts, feelings and motives for their actions, drawing on evidence across the text, e.g. 'you know her dad was lying because earlier she saw him take the letter' AF3	is able to identify imagery and figurative language e.g. Why has the writer compared the moon to a ghostly galleon? AF5
	Can, with increasing confidence, determine both the meaning and pronunciation of unfamiliar words to improve understanding of a sentence or paragraph e.g. focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' AF1	Considers how implied and multi-layered meanings are created. AF3	Participate in discussions about books read to them and those they can read themselves, building on and developing their own ideas. AF6
	In guided sessions can summarise the main ideas drawn from more than one paragraph and identify key details and facts. AF2	With increasingly complex texts can comment on the use of organisational and language features AF4	With support, is beginning to make comparisons between the language in older texts with modern standard English (spelling, punctuation & vocabulary) AF7

Group/ Pupils:

Wk and Date	Text/ LI and Questions/ activities	Evaluation
	<p>Text: The Secret of the Cave LI: To identify implied meaning and consider how they are created</p> <p><u>Book Talk</u> T models talking through her understanding of first paragraph to gain understanding of text. <i>The sun's rays were beating down on the beach. I think the story is set in a hot country, beach - the word beating suggests to me it is extremely hot. Jack and Ben hurried down to the beach... hurried makes me think they are excited maybe to get to the water. They swam out into the sea and submerged their masked faces... submerged - I think that word means go under the water - I think they are excited to spot wildlife.</i></p> <p>Can you and your partner now book talk the second paragraph and discuss how you think Jack reacts to what he can see and what image is created about the ocean below? Can annotate and highlight text then feedback. Group then do book talk together identifying implied meaning.</p> <p>What does the last sentence of the fourth paragraph suggest about the cave? Why does the writer end the paragraph with this sentence?</p> <p><u>Independent task</u> Group complete SAT style questions about text related to AF3/5</p>	

Assessment grid at top of planning

These objectives are highlighted when achieved by the group in a guided session.

Teachers evaluate each individual pupil's progress in a guided session. They clarify the progress made by each child, making any additional comments on their individual progress.

Teachers plan effective key questioning to develop understanding of the text and ensure challenge as well.

Developing Reading Skills in KS2

To ensure continued progression and high expectations within KS2, reading is taught through the following methods:

- Discrete English lessons, allow key reading objectives to be taught through focused shared reading activities, as well as guided and independent reading tasks.
- Discrete guided reading sessions
- Application of reading skills is taught through our creative curriculum topics
- Reading intervention sessions
- Catch up phonics sessions for SEN pupils

Year	Y3	Y4	Y5	Y6
Genre/ text Types	<p>Stories to Love: Well-loved and contemporary stories/ dialogues and plays</p> <p>Myths and legends</p> <p>Adventure stories</p> <p>Information texts</p> <p>Instructions</p> <p>Persuasion</p> <p>Explanation texts</p> <p>Shape poetry</p> <p>Limericks/Haiku</p>	<p>Stories set in imaginary worlds</p> <p>Stories with historical settings</p> <p>Local legends</p> <p>Explanation texts</p> <p>Recounts</p> <p>Persuasion</p> <p>Discussion texts</p> <p>Poetry - exploring form and language</p>	<p>Stories from Significant and New Authors</p> <p>Classic Stories</p> <p>Our Literary Heritage: Shakespeare</p> <p>Persuasion</p> <p>Biographies</p> <p>Non-chronological reports</p> <p>Discussion texts</p> <p>Narrative poetry</p> <p>Poetic Style</p>	<p>Stories from our Literary Heritage</p> <p>Contemporary Authors</p> <p>Stories to Love</p> <p>Discussion texts</p> <p>Recounts: autobiographies and biographies</p> <p>Reports</p> <p>Revision of genres</p> <p>Poetry - power of imagery</p> <p>Narrative poetry</p>

Home-readers in KS2:

Pupils in KS2 are encouraged to become independent readers. They can select their own book from our school or class libraries. Selecting their own texts is an important part of developing independence in reading, as well as developing personal reading preferences.

Developing Reading Skills across the

Curriculum

In addition to English lessons, discrete guided reading and phonics sessions, we also teach and extend our pupils reading skills through our creative curriculum. Within each termly topic, key skills in reading are carefully planned for. Teachers choose these skills based on formative assessment to ensure pupils are able to apply, consolidate and extend key skills previously taught and being taught currently within an English unit.

Planning for extended key skills in reading, through the creative curriculum, effectively supports pupil progression and is extremely valuable to support accurate assessment judgements in reading for each pupil.

Effective Pupil Progress in Reading

To ensure effective pupil progress and accelerated learning across all year groups within reading, teachers evaluate current attainment and progress of pupils in their cohort. They then identify pupils who are under performing or not making expected progress. Using GAP materials, appropriate targets and proposed intervention activities are planned to ensure effective progress for these pupils. This intervention is delivered through whole class and guided sessions with the class teacher and focused intervention sessions from our intervention teachers: Mrs Parry (KS2) and Mrs Cutter (KS1 and 2) and Mrs Henderson (KS1).

Assessment of Reading

Accurate and continuous assessment is extremely important to ensure our pupils are taught reading effectively and make the best possible progress. At White Mere we have established extremely effective reading assessment procedures to ensure effective pupil progress.

- Reading is assessed regularly during guided reading sessions, the reading phase of English unit, small group work, one to one, cross-curriculum sessions and intervention sessions, using GAP (Gateshead Assessment Profile) reading assessment grids linked to all assessment focuses
- Termly pupil progress evaluation meetings take place to monitor and ensure effective progress within reading
- Reading progress and attainment is tracked on our cohort core tracker system from Y1 to Y6 each term. In EYFS, reading is tracked through the use of Development Matters and Letters and Sounds phonic tracker
- Summative tests are completed at the end of each term- NFER assessment tests are completed in Y3 to Y6 to assess attainment against expected standards for each year group. Practice KS1 assessment tests are completed by Y2 at the end of Autumn and Spring term.
- Statutory Assessment Tests (SATs) are completed in Y6 and Y2 in the summer term. The statutory phonics screening test is completed in Y1 annually in the summer term as well.

Reading for Enjoyment

Classrooms throughout our school have a stimulating and attractive reading area to encourage reading for enjoyment. Class libraries are well organised with a range of narrative and non-narrative books for each class to enjoy! Throughout the week, pupils have the opportunity to enjoy some quiet time reading within their class reading areas.



Within school, we are busy creating a new library environment for all our pupils to enjoy. Each class has the opportunity to enjoy individual and group reading in the school library. We also develop our pupils' library and reference skills, so our pupils are familiar and confident when using public libraries outside school. Therefore, we have pupil librarians who support Miss Orrock in the running of the library and are currently being trained on Junior Librarian.

We also have links with our local community library. Throughout the year, classes will visit this library to explore and take out new books of interest and attend reading workshops. At White Mere we feel these experiences are extremely important to encourage reading for enjoyment!

Celebrating Reading

Travelling Book Fair

Every year a travelling book fair comes to White Mere. All our pupils greatly enjoy the fair because they have the chance to buy the latest best sellers and stories from top children's authors for all ages! These fairs are always a great success and another opportunity for our pupils to enhance their enjoyment of reading. By holding the event, we also earn commission to spend on new books for our school.



Author Visits:

This year KS2 worked with Mark Carton, the author of 'The Nicolas Miseltow Collection' in a workshop entitled 'How to become a world famous private detective in 5 easy steps'. The workshop introduced the children to a range of detective skills, reading skills and also the intriguing world of the character Nicolas Miseltow. It was a super session, which all the children thoroughly enjoyed!

World Book Week:

World Book Week is a fantastic annual event that we celebrate in the week of World Book Day! It is an enjoyable week which celebrates reading and includes many fun reading events such as: sponsored reads, book swaps, library and author visits. The whole school, including staff, also dress as their favourite book character for the day!



We have many favourite characters turn up at school for World Book Day including Harry Potter, The Worst Witch and many more...



Our pupils really enjoy looking for new books they would enjoy reading at our book swaps!



Glossary

Attainment: Refers to a specific national curriculum Level a pupil achieves

Assessment Focuses: There are 7 assessment focuses (AFs) for reading that describe the key elements of performance assessed in attainment levels. They are:

AF1 Use a range of strategies including accurate decoding of text, to read for meaning

AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

AF3 Deduce, infer or interpret information, events or ideas from texts

AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

AF5 Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level

AF6 Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader

AF7 Relate texts to their social, cultural and historical contexts and literary traditions

Cohort: Class of pupils

Creative curriculum: The teaching and learning of key skills within subjects based on a creative topic.

Decoding: Reading of words

Genre: Style or category of text e.g. persuasive text, mystery story etc

Guided reading: This is a focused approach to the teaching of reading. It involves a teacher working with a small group of pupils, who are working within the same level, to focus on developing specific reading skills.

KS1 and 2: Key Stage 1 (5 - 7 year olds) Key Stage 2 (7 - 11 year olds)

Progress: Refers to the improvement in learning pupils make with national curriculum expected standards for each year group

SEN: Special Educational Needs

Shared reading: This is a teaching approach to reading, which involves a large group or class. The teacher explicitly models strategies and skills of efficient readers to pupils, encouraging pupil interaction.

GAP: Gateshead Assessment Profile Materials