



# HALE CE

PRIMARY SCHOOL

## READING POLICY

*H*ear of the Community

*A*ccepting everyone

*L*ove of God and neighbour

*E*xcellence for all

Signed -----

Date-----

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Date-----

## **Hale CEVC Primary School Reading Policy**

At Hale CEVC Primary School we believe that 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. Meek (1983) believes that, 'Readers are made when they discover the activity is worth it.'

We aspire for each of our children to enter the world of work as articulate and literate individuals with a strong love of reading. We recognise the responsibility to send children to secondary school having mastered at least the basic elements of reading.

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

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 and learning**

The teaching of reading must be carefully planned to meet the needs of all of our children taking into account literacy baselines and 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:

- End of EYFS - ELG
- End of Y1 - Orange Book Band. ORT Level 6 , Recovery Book Level 16+
- End of KS1 - Meeting age related end of Key Stage expectations, White Book Band
- End of KS2 - Meeting age related end of Key Stage expectations, Free competent reader accessing arrange of genres

At Hale Primary, 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 Reading lessons and across the curriculum. Throughout the school, all children are encouraged to choose books which they

would like to read and are given the skills needed to choose books which are appropriate.

Opportunities for extending reading mileage at Hale are:

- Individual Reading ( 1:1 reading with an adult in school)
- Shared Reading
- Guided Reading
- Reading across the creative curriculum
- Independent reading
- Reading Buddies
- Home reading

Children should also listen to stories read aloud on a regular basis.

### **The Teaching of Reading**

At Hale Primary, reading is taught in three waves.

#### **Wave 1: Whole Class Teaching**

Every child experiences high quality reading teaching through phonics/spelling teaching, individual 1-1 reading, guided reading sessions, inference training and whole class shared reading.

#### **Wave 2: Supported Readers.**

For children who are identified as being just below the class average but who have the ability to reach the appropriate levels, precision teaching alongside small support group phonics teaching may be used as an intervention. These may be delivered by teachers or trained classroom assistants, focussing on targeted children in order to develop independent reading strategies and text comprehension. Precision teaching sessions typically happen daily for 15 minutes, whereas daily group phonic sessions run for 20 minutes.

#### **Wave 3: Reading Recovery**

Reading Recovery is typically designed for year 1 children, who are the lowest achieving in literacy after their first year of school. But in Hale we select pupils on a highest need basis and may instruct older children also. They receive a series of intensive, individual lessons, for 30 minutes every day for about 20 weeks with a specially trained teacher. The programme is different for every child, starting from what the child knows and what he/she needs to learn next.

The focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to attend to detail without losing focus on meaning. The lesson series finishes when the child is able to read and write without help, at the appropriate level for their age. Our trained Reading Recovery teacher, Mr Whiteman is also a point of reference for staff and parents seeking further advice and support.

Each half term in every class, a set of reading targets are agreed and set with either the whole class, groups of pupils or the individual to develop their skills further. These targets may form the focus of 1:1 or group reading sessions and are displayed and shared with parents.

### **Phonics and spelling**

At Hale Primary, children from Reception to Year 2 have daily phonics teaching (this is differentiated and sometimes taught across year groups in ability sets). We currently use Letters and Sounds.

In KS2, teachers follow the recommendations within the 'Support for spelling' scheme using resources from the 'Read, Write Inc' Spelling Programme.

### **Reading in the Early Years**

On entry to Reception, pupils undergo a baseline assessment, involving ordering events, story prediction and knowledge of initial sounds and blends. This then leads into Phase 1 phonic teaching through speaking and listening. Phase 2 is approached by dividing the cohort into two or more manageable groups where the focus is on segmenting and blending CVC words, recognising capital letters and other basic forms of first punctuation and sentence structure. At Phase 3, diagraphs are introduced and acquired high frequency words built on. Further segmentation and blending is taught in Phase 4 and Phase 5 alongside guided reading opportunities and story sessions based around building our pupil's reading curiosity through prediction, sequencing and inference.

Similarly, there is an underlying focus on reading throughout Key Stage 1 and 2, where pupils build upon their phonic knowledge provided with ongoing opportunities to develop their skills further as their confidence and ability grows.

In line with revised DfE guidelines, our pupils have access to fully decodable texts which are supported by those texts which also include the High Frequency tricky / common exception words that they will also meet as their reading progress. An overview of the Reading Stages is attached as an appendix to this document.

### **Assessing Reading across the Key Stages**

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all children make progress.

Teachers use individual reading record diaries for each child in the class alongside reading record sheets where appropriate objectives are taken from programmes of study for that year group. Teachers use these to monitor the progress of the pupils in their class and to help set achievable reading targets.

Currently PScale records are available for those children requiring additional support although this is currently under review. (We aim to move towards the BSquared system of measuring progress for our SEN Readers during 2020.)

Teachers and CAs record relevant comments/observations during individual reading, guided reading, shared reading or class story time. The Reading Recovery teacher supports class teachers with this close observation of reading behaviours wherever appropriate. Pupils reading progress is more closely monitored at set times during the year, where they may be assessed using NFER tests, SATs tests, PM Benchmark, The York Single Word Reading Test and the Reading Recovery Assessment Tool.

### **Supporting and involving parents**

Here at Hale CEVC Primary, we strongly believe that supporting your child when they are learning to read is one of the most important ways in which you can help them to develop their understanding while they are at school. The acquisition of language, meeting the verbal and written word, underpins so much of the wider curriculum, which is why we place so much emphasis on teaching children to read and developing their love of text. Parents are involved in this right from the child's entry into Reception, where they are invited to a reading evening, where the phonic pathway their child will take is clearly explained and they are able to observe a simple phonic session take place with the opportunity to ask questions and join in. Story sacks are made available for parents to

take to share books with their children alongside early books without words, to encourage verbal story-telling, story prediction and to develop communication skills. At the beginning of each new academic year, parents are further supported by being given a 'Reading Guide' containing useful question prompts to aid their child's reading journey, the enjoyment of books and their reading comprehension.

Pupils begin to climb our 'Reading Rainbow' from the very first book they read or share and those at home are actively involved in this by listening to them read and signing their Reading Record. Awards are given for each 25 days enjoying texts before a pot of gold is reached at 200 reads and a special reward given.

Reading celebration events are also held each year, these involve World Book Day, National Story Telling Week, Halton Library's Summer Reading Challenge and our popular Reading Under the Stars Event for KS1.

We always welcome parent reading volunteers to listen to our pupils read and have a small group who regularly visit us to hear readers of different abilities.

### **A story shared**

We operate a Reading Buddy system across the school, where our younger readers are supported and encouraged in their reading journey by our older pupils. Time is set aside weekly for pupils to meet and share their books and engage in a discussion about their chosen text. Group guided reading is another strategy used to develop pupils reading ability and their understanding of text and this is used either within Literacy lessons or as a stand-alone activity.

### **Supporting our readers**

Pupils who are identified as needing support with reading, either through teacher or CA observations, test results data or lack of personal confidence, can be supported in a number of ways. Strategies may include precision teaching, small group phonic support, joining our target reader list or our Chatter books group or being assessed and supported by our specialist Reading Recovery teacher, Mr Whiteman. Where necessary, outside agencies may also be involved to offer further advice and suggestions for additional supporting activities. Similarly, our more able readers are supported and encouraged

through their group guided sessions, individual attention and carefully selected suggested texts.

### **The reading environment**

Every classroom has a dedicated and inviting reading corner where pupils are encouraged to access a wide range of reading materials to develop their natural curiosity and love of reading. 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 the society in which we live. Story time is a favourite feature in all classes, ensuring that our children can hear how a good reader sounds. It is a time for children to enjoy books, while providing a language rich experience and opportunities to develop vocabulary and comprehension skills. At times during the year, author visits are arranged and additional adults invited into the classroom to share their favourite texts.

### **Leadership and 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 Literacy 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 bookmarks to encourage home reading, book corners)

Evidence gathered is used to form an action plan for reading, including training requirements, support needs and resourcing.

**Y.Buckley Autumn 2019**

**Review date: Autumn 2020**

## Reading Levels and Schemes

<b><u>Stage 1 - 1+</u></b>
Oxford Reading Tree Picture books
Oxford Reading Tree Phonics Level 1
Oxford Reading Tree First Stories Level 1
Songbird Stage 1+
Oxford Reading Tree Traditional Tales Stage 1
Oxford Reading Tree Stage 1+
Oxford Reading Tree Non-Fiction Stage 1

<b><u>Stage 2</u></b>
Oxford Reading Tree Phonics Level 2
Oxford Reading Tree First Stories Level 2
Songbird Stage 2
Oxford Reading Tree Stage 2
Oxford Reading Tree Non-Fiction Stage 2

<b><u>Stage 3</u></b>
Oxford Reading Tree Phonics Level 3
Oxford Reading Tree First Stories Level 3
Songbird Stage 3
Oxford Reading Tree Traditional Tales Stage 3
Oxford Reading Tree Stage 3
Oxford Reading Tree Non-Fiction Stage 3

<b><u>Stage 4</u></b>
Oxford Reading Tree Phonics Level 4
Oxford Reading Tree First Stories Level 4
Songbird Stage 4
Oxford Reading Tree Stage 4
Oxford Reading Tree Non-Fiction Stage 4

**Stage 5**

Oxford Reading Tree Phonics Level 5

Oxford Reading Tree First Stories Level 5

Songbird Stage 5

Oxford Reading Tree Stage 5

Oxford Reading Tree Non-Fiction Stage 5

**Stage 6**

Oxford Reading Tree Phonics Level 6

Oxford Reading Tree First Stories Level 6

Songbird Stage 6

Oxford Reading Tree Traditional Tales Stage 6

Oxford Reading Tree Stage 6

Oxford Reading Tree Non-Fiction Stage 6