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| <b>Reading Policy</b>  | Issued: June 2020          |
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| <b>APPROVAL BY</b>   | <b>STANDARDS COMMITTEE</b> |

# Reading Policy

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## 1. Our Vision

Learning to read gives children the opportunity to access all areas of the curriculum. Our vision is that by the end of KS2, children will have developed life-long reading habits and a love of reading and books. Our curriculum will expose children to new worlds, experiences and ideas through the reading they encounter and will give them the opportunities to expand their horizons. Through our choice of texts, that link where possible to other areas of study within the curriculum, we will transport children on a reading journey to inspire them and to diversify their reading choices.

## **2. Domains**

The following domains will be taught as part of the reading sessions at Alfred Street Junior School:

- Retrieval and recording of information from a text
- Making inferences
- Giving and explaining the meaning of words in context
- Summarising
- Making predictions
- Identifying and explaining how information is related and contributes to meaning
- Commenting on authorial intent
- Making comparisons within text

## **3. Concepts**

Reading and its domains will be taught through the following concepts.

- Applying Phonics
- Reading for pleasure – Poetry
- Reading for pleasure - non-fiction
- Reading for pleasure – maintaining a positive attitude about reading
- Reading for pleasure - Comprehension
- Justification for views
- Retrieving information from text
- Reading accurately for fluency and understanding
- Explaining and discussing own understanding

## **4. Timetabling and organisation**

### **4.1. Teaching of Reading**

Teachers will follow the programmes of study for reading at Key Stage 2 and the Alfred Street Junior School Curriculum map, which consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Good comprehension draws from: linguistic knowledge, knowledge of the world, high quality discussion and experience of a range of genres.

In Key Stage 2, children will read, listen to and discuss a wide range of fiction; poetry (including free verse and narrative); plays; non-fiction and reference books or textbooks; fairy stories; myths and legends; traditional stories; modern fiction; fiction from our literary heritage; and books from other cultures and traditions.

Across our school, children will be expected to independently read books that are at an age-appropriate ability and interest level.

Key expectations within the reading curriculum are that:

- As part of English lessons, reading will be taught once a week – within the Talk for Writing Sequence where possible.
- Particular reading skills will also be taught within the Daily skills sessions twice a week.
- Lessons must have an explicit learning objective taken from the National Curriculum
- Where appropriate, drama should be used to enrich reading experiences.
- Reading will mostly be taught with whole class/same text reading, however group reading should be considered to deliver specific support to pupils with identified needs or targets.

#### **4.2. Reading across the curriculum**

- Reading skills should be applied to other areas of the curriculum including cross-curricular reading links. Children will need to have reading opportunities in all areas of the curriculum. Teachers need to consider this when planning.

#### **4.3. Planning, continuity and progression**

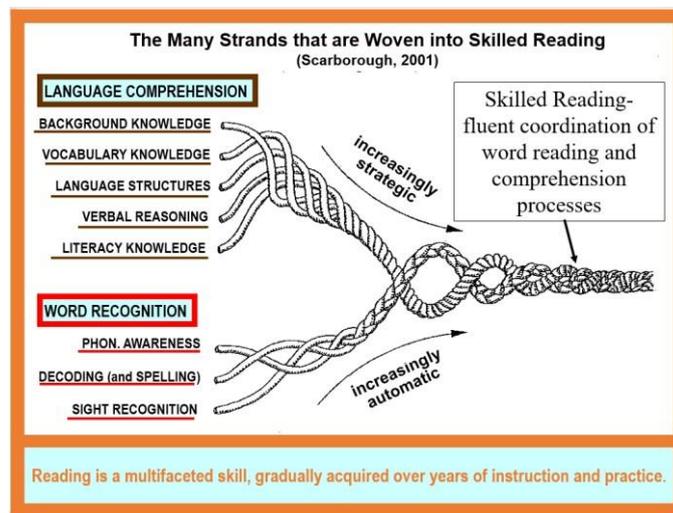
Reading should be linked to the overall subject topics for the term and where possible included in the Talk for Writing teaching sequence. Opportunities for cross-curricular reading should be regularly planned into lessons.

The National Curriculum Programmes of Study provide the statutory content for each year group which are split up into termly teaching content using the Focus reading materials. PiXL assessments will inform teachers of areas of the reading curriculum that require greater focus for whole classes, groups or individuals. Inclusive lessons should be taught and differentiated to ensure that all children can access the curriculum.

Teachers will also provide opportunities for children to build fluency and stamina when reading independently for example re-reading texts, reading aloud, reading increasing quantities of a wide variety of texts and opportunities for independent reading, including reading across the curriculum.

#### **4.4. Teaching Sequence**

- Reading should be the main focus at the start of the Talk for Writing teaching sequence. Children should write about reading where appropriate. This can be done orally at first and scaffolds be provided where needed to support pupils.
- Children need to be shown how to write for reading through careful modelling and discussion.
- Teachers will need to plan the amount of text carefully ensuring it is manageable. This should increase as the year goes on however, thought needs to be given based on the activity that is expected.
- The length of text will need to increase over the year to build stamina.
- Teachers will need to reduce the amount of scaffolding and support given across the year.
- Whole class readers will be used across the school and have been mapped out to ensure that different types of text from 'The Five Plagues of Reading' are being read: Archaic Language, Non-Linear Time Sequences, Complex Narrative, Figurative/Symbolic Texts, Resistant Texts – See separate Whole Class Reading Map
- During the week the teacher will teach the whole class a specific reading skill however, they will also be discretely reinforcing multiple skills and strategies. Over time children will become increasingly more proficient in combining strategies and skills to become skilled readers (ref: Scarborough Rope).



#### **4.5. Classroom Environment**

Within each classroom there should be:

- A reading area
- The class novel displayed
- Modelled examples of comprehension style answers as part of the teaching sequence of Talk For Writing
- The promotion of vocabulary and a love of reading

#### **4.6. Inclusion**

To ensure that we cater for the needs of all children, the following strategies will be used to support individuals or groups of children:

- Colour overlays to use with books (specific to individuals)
- Dyslexia friendly texts/fonts
- High interest/Low ability books
- Boy friendly texts
- Challenge sections in the library with more complex themes
- Read, Write, Inc. books to support phonic ability

#### **4.7. Banded Books:**

- At the start of the year, all children are assessed and placed on a banded reading book. Children are then regularly assessed against the stages throughout the year. The children are encouraged to self-select from the appropriate stage – **See Appendix 1 for book stage guidance.**
- More able and confident readers in UKS2 will be able to choose a book from the 'Free Reading' band which will give them access to an additional library book.
- Children working on specific phonics interventions as part of the 'Read, Write, Inc. scheme should have books related to the sound they are learning and should be changed once they can fluently read the text (after reading 2-3 times) - **See Appendix 2 for phonic book stage guidance.**

## **5. Reading**

- All children will have a home reading book.
- Teachers and parents will record any reading completed in individual reading record books.

- Children will be rewarded for reading at home four times a week with a dojo and two dojos a week for seven reads. All reads count towards the school reading cup class award and at 50 reads, children are awarded a certificate, 100 reads a bookmark and 150 reads a book.
- Reading Karate is used which is a reward programme where children receive a wrist band after each 25 reads. After each multiple of 25, one band is exchanged for another like in karate belt grading.

## **6. Reading for Pleasure**

- There should be opportunities for Reading for Pleasure at least 3 times a week. This could include the teacher reading aloud to the children for 15 minutes or the children having the opportunity to read independently. There should be a variety of reading opportunities.
- Teachers should plan for this on their medium term plans using texts that are appropriate. These could link to other areas of the curriculum.
- The 100 reads books in the library are highlighted to encourage pupils to read a range of authors and genres, as well as different text types from the 5 Plagues of Reading.
- Children are encouraged to use the Book Exchange to swap a book for an alternative
- All children have weekly access to the library to change their reading book. Free readers have an additional title allocated to them.
- We promote the library as a pleasurable reading space.

## **7. Assessment of Reading**

- Use weekly comprehension lessons to assess children's skills in different reading domains.
- Teachers to build on where children are at from previous year as they move into next year.
- Use our Insight tracking system to assess against KPIs relevant to their age group or ability if working below that standard.
- Complete standardised tests three times a year as part of the PIXL assessments for every year group and 6 and twice a year for other years.
- Complete three informal assessments a year using Headstart [1] materials.
- Use of Question Level Analysis to pinpoint areas that need targeted teaching or intervention as part of future planning.
- Teacher to take note of the positive areas when marking tests and the areas that need to be improved. Teachers to use this knowledge to inform planning.
- Salford Reading Tests will be completed three times a year at the end of each big term in December, March/April and July. Data should be used to review children against the book band they are reading at.

## **8. Techniques for teaching reading**

There are many different techniques you may use in the teaching of reading including:

- highlighting texts,

- chopping up texts,
- circling key words,
- skimming and scanning texts,
- identifying key phrases in a text etc.,
- drama,
- teacher modelling,
- pupil as the marker,
- Reading Karate

## **9. References**

[1] Headstart, “Maths & English Learning Activities booklets,” [Online]. Available: <https://www.headstartprimary.com/>. [Accessed 18 June 2020].

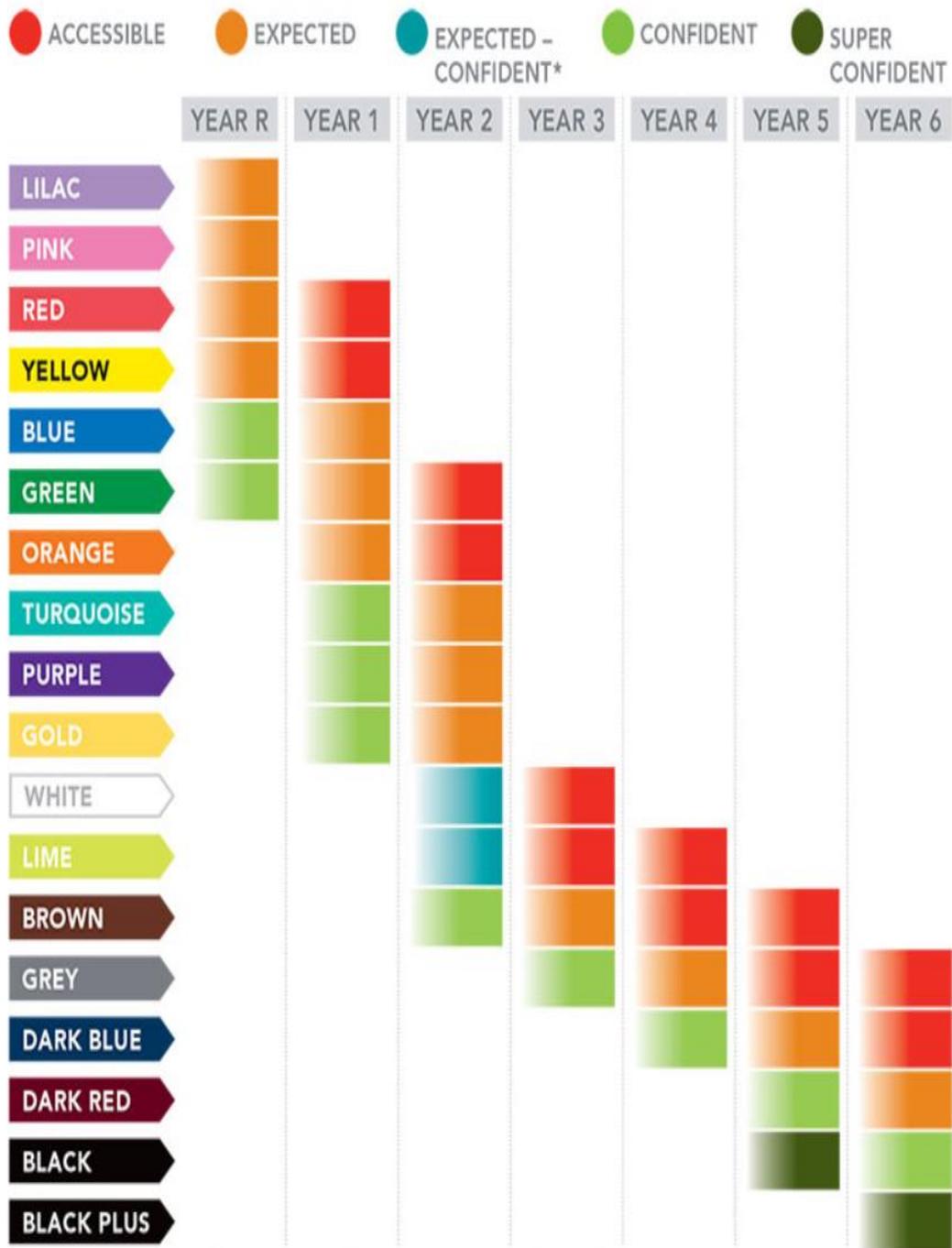
[2] Alfred Street Junior School, “Child Protection and Safeguarding Policy,” 2020.

## **10. Safeguarding**

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [2]. All concerns must be reported to our Designated Safeguarding leads:

ASJS: Mrs K O’Connor, Mr C Butler, Mrs S Smith, Mrs W Watts, Mrs A Love

## Appendix 1. Expected Book Bands for each Year Group



\* adjustment made to keep in line with new expectations for reading

## Appendix 2. Phonic Book Bands

|                                |                               |                                |                                |               |                                   |  |               |               |
|--------------------------------|-------------------------------|--------------------------------|--------------------------------|---------------|-----------------------------------|--|---------------|---------------|
| RWI band                       | red                           | green                          | purple                         | pink          | orange                            | yellow   | blue          | grey          |
| Children will know the sounds: | set 1: ch, ng, mk, qu, sh, th | Set 2: ay, ee, igh, ow, oo, oo | Set 2: ar, or, air, ir, ou, oy |               | Set 3: ea, oi, a-e, i-e, o-e, u-e | Set 3: aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tious, tion |               |               |
| Milestones in KS1              |                               | Rec term 3                     |                                | Year 1 term 1 |                                   | Year 1 term 2  | Year 1 term 3 | Year 2 term 1 |
| Phonics screening score        |                               | 12 out of 40                   |                                | 19 out of 40  | 25 out of 40                      | 35 out of 40   |               |               |
| Reading scheme band            | Red                           | Yellow                         | Blue                           | Green         | Orange                            | Turquoise  | Purple        | Gold          |

