



Moorlands Primary School



“Anything is Possible!”

Reading Policy

Introduction

This policy outlines the teaching, organisation and management of the reading strategies taught and learnt at Moorlands Primary School. The school’s policy for reading is based on the National Curriculum 2014. The implementation of this policy is the responsibility of all the teaching staff.

Moorlands Curriculum is designed with the purpose that:

Language + Questioning – Communication.

The teaching and learning in Reading follows our teaching and learning policy which is based on the Rosenshine’s principles of instruction (2012).

These are drawn from the following three sources:

1. Research in cognitive science
2. Research on the classroom practices of master teachers
3. Research on cognitive support to help pupils learn complex tasks

Teaching Reading

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page, but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children’s self-esteem, confidence and motivation.

Aims:

It is our aim to develop enthusiastic and confident readers who can understand a wide range of texts. Children will read for interest, information and enjoyment. Children’s understanding of language and vocabulary is developed. Builds on the principles of Philosophy for Children

Specific Aims:

- Read aloud fluently and with expression;
- Stamina for reading
- Read for meaning and purpose;
- Develop the skills required for the critical reading of texts;
- Read a wide range of fiction, poetry and non-fiction materials;
- Develop experiences through a variety of text including the use of libraries, digital technology and other available media;
- Listen attentively;
- Gain awareness of the close links between reading and writing activities.
- Be taught an orchestrate full of cueing strategies for reading including:
 - Phonic (sounding the letters and blending them together);
 - Visual (whole word recognition and analogy with known words);

Contextual (use of picture and background knowledge);
Grammatical (which words make sense);

It is paramount that these skills are taught in Reading Owls sessions, comprehension and English lessons and through cross-curricular links in all aspects of the curriculum.

Curriculum Matters

Phonics

The following resources are used for children to develop and apply their phonic skills and word recognition skills.

Moorlands use "Read Write Inc" which is a structured phonic programme. (see phonic policy). All staff who deliver Read Write Inc have been trained by a consultant, this ensures a consistent approach across the school.

All staff have: Picture cards, Speed sounds set 1, Speed sounds set 2 and 3, plushy Fred, green and red cards, A4 speed sounds 1 and A4 speed sounds 2. The books are organised into packs so that staff can collect the resources for their groups (this includes additional green and red words and nonsense words, reading book and a get writing book).

Reading books have been purchased to support the pupils reading as they are 100% decodable. These include:

- Read Write Inc – ditties, storybooks, Book bag storybooks.

Additional reading resources that are not fully decodable and are sent home as a book to share are:

- Hero Academy
- Oxford Reading Tree – Phonics
- Big Cat

We also use Bug Club which is an on line reading books site where pupils can read and comprehend books which are linked to their reading level in Key Stage 2.

(Refer to the phonic policy for additional information.)

Shared Reading

In shared reading the teacher's role is to make overt what good readers do. During shared reading the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions.

Shared reading should take place within the English session and also through the reading of information texts related to other curriculum areas. It also can be achieved when reading a serialised text as a class.

Reading Owls Session in Key Stage 2

Moorlands Reading is based on gaining **WISDOM**: Owls are used to represent each reading domain.

Key Stage 2



W – (**Words**) domain 2a – finding and explaining the meaning of words in context.

I – (**Inference**) domains 2b and 2d – using clues to understand a story.

S – (**Summarising**) domain 2c – summarising the main ideas from a text.

D – (**Differences and similarities**) domain 2h – making comparisons within a text.

O – (**Oracy**) domain 2e – predicting what might happen based on what has already happened.

M – (**Meaning**) domains 2f and 2g – identifying how words and information in a text adds to the overall meaning as a whole.

For the Reading Owls sessions, the class undertakes whole class reading, those pupils who cannot access this, work in smaller groups with a teaching assistant with an age appropriate text for their reading age.

There is a great range of reading materials available for all ages and abilities. The text should be carefully selected at instructional level for the group. Staff should provide children with a variety of texts, as well as other resources, materials and visual images, which can be used as sources to develop reading skills, inference and comprehension.

Discrete reading skills are displayed visually in all classrooms so that children make the connection between the skill and an image. This is referred to in lessons and used as a teaching tool in the reading owl sessions. In Key Stage 2 the skills of inference and deduction, making connections, writer's choice, presentation and layout, prediction and vocabulary are taught.

Reception, Year 1 and Year 2

These classes follow the structure of Read Write Inc (this includes targeted pupils in Years 3 and 4) – please see the phonic policy for additional information. These sessions include a speed sound session, reading of the fully decodable book, comprehensions, spelling and writing session. Children daily take home 3 books, two fully decodable books (1 familiar text, 1 unfamiliar text) and one book to share with an adult that is not fully decodable.

Pupils also have additional reading exposure in a shorter English session in Year 1 and 2.

Key Stage Two

In Key Stage two the class have daily Reading Owls sessions, which lasts for half an hour. In the comprehension lesson, teachers teach discrete skills so that children can develop this skill and are able to identify what type of question type they are answering. These discrete skills are mapped out half termly by the class teacher based on the assessment of the class or group over the term, termly reading assessments and also by analysing the NFER data (the NFER assessment is delivered each term).

Children will also be exposed to comprehensions through other subjects. For example, through the History, Science or Geography etc.

Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

Children are encouraged to keep a reading record of books that they have read. In Key Stage 2 this will be the child's responsibility although the class teacher will still monitor reading habits. In Key Stage 1, it will link in with the home/school reading record.

Children should have access to a wide range of books including fiction and non-fiction via the reading bands and reading corners.

Children in all Key Stages are encouraged to take home a book from the class's reading corner. These books are not banded and allows the children the opportunity at selecting their own choice of texts; this is an important part of developing independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences.

All children in Key Stage 2 will be given a reading book at an appropriate level (based on the PM benchmarking assessment) to take home, together with a reading record. Children's individual reading will be monitored by staff and supported by classroom assistants. Each time a child reads, at home or at school, a comment will be written in the reading record. Children are heard reading individually at least weekly by a member of staff.

Home reading record books will be collected weekly and signed by the class teacher to monitor home/school reading. Rewards will be given for regular reading at home.

Reading should not be seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home.

Hearing Books Read Aloud

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Daily children hear modelled reading by the class teacher and it provides the children with a developing range of genres and authors they might enjoy.

Children Reading Aloud

This will be modelled during Reading Owls sessions, reading for pleasure sessions, comprehension lessons, hearing books read aloud and where appropriate in other lessons.

Children should have the opportunity to read aloud to a variety of audiences, including their own age group, younger children and class assemblies.

Reading Environment

Classrooms and all school areas should provide a print rich environment of language. Reading displays should form a part of that environment –reading corners, favourite books, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm. All classes use a book as a focus for their English sessions.

Yearly the school participates in Reading Week. The range of activities includes: story tellers, dressing up as their favourite character, an author focus etc. Additional reading activities are planned over the year which the English Lead organises.

Reading Assessment:

Class teachers make daily assessments of children in the Read Write Inc and Reading Owl sessions as well as through reading in other curriculum areas. This informs planning and how individual pupils can be targeted and supported on their learning journey.

Children in Key Stage 1 are assessed at least half termly using the Read Write Inc assessment so that they are provided with books that are fully decodable.

Children in Key Stage 2 are assessed using the PM Benchmarking Assessment. This provides class teachers with a comprehension age and fluency reading age. An additional adult targets pupils so that they are heard read more regularly in school.

At the end of each term children in Year 1 -6 (Year 1 from spring term) are assessed using NFER Reading Assessment. This provides class teachers with a reading age, age standardised score, standardised score and through analysing the tests specific areas that are strengths and weaknesses for the class and individual. These inform the Reading Owl sessions.

SEND and Equal Opportunities

Reading is important for all pupils. Teaching and learning within reading sessions is differentiated to support those with special education needs; this could be, but not limited to, using visuals, varying the texts provided, through group discussion or adult support. Lower ability and/or SEN pupils may be involved in a small reading group within class reading session to develop reading understanding. Additional reading 1:1 or group sessions may be used as a tool if accelerated progress is required. Approaches are implemented if directed by Inclusion Support to support dyslexic.

Our policy is monitored to ensure that all pupils have equality of access to a range of reading opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender race or culture.

The school will put in place positive steps to support those children who have limited access to reading at home through lack of parental education.

Extra Support

For those requiring additional support children are placed with an adult for one to one reading or small group reading and comprehension sessions. Children who have struggled with phonics are targeted in additional tutoring sessions following the Read Write Inc programme.

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At The Moorlands Primary School we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record book.