

Fallings Park Primary School- Reading Policy

Reviewed September 2020

'We shouldn't teach great books we should teach a great love of reading'

B.F. Skinner

Intent

At Fallings Park, we believe that it is crucial for our pupils to be taught to read enthusiastically and to develop positive attitudes to reading, to ensure it becomes a lifelong, enjoyable and meaningful experience. We ensure that our pupils are taught to use a range of reading strategies which allow them to tackle challenging texts with stamina and to transfer these skills across the wider curriculum, with an increased level of independence and fluency. We strive to equip the pupils with not only the skills to 'learn to read' but also those to 'read to learn'.

Pupils should have the opportunity to meet high quality outcomes through:

- The shared pleasure of being read to.
- The sharing of books to become familiar with what reading is, how books work and to become acquainted with the characteristics of written language.
- Engagement with high quality texts, from a variety of cultures and in a range of different styles and formats
- The development of confidence, fluency, and independence when reading for different purposes.
- Reflecting on the language and punctuation choices made by the author.
- Immersion in a phonics first approach to reading.

Implementation

Reading in Early Years Foundation Stage

Oxford Reading Tree (ORT) is the core scheme for early reading and Letters and Sounds is the framework for reference of progression in phonics. (See Appendix 1)

This scheme offers pupils a variety of genres and promotes pupil's comprehension skills as well as a range of other language skills. The children experience supported texts to help with their communication skills, as well as using texts which enhance their understanding of core vocabulary through a dialogic book talk approach.

This approach provides a language learning environment where children's ideas and experiences are discussed and built upon to develop their ability to converse with adults and peers.

Tiny Trees:

- Children are immersed in opportunities daily to share Nursery Rhymes and stories.
- Daily listening and concentration skills, through shared teaching, is promoted.
- Language is modelled to promote correct speech sounds.

Nursery:

- Children begin Phase 1 Letters and Sounds
- The majority of children leaving Nursery are expected to be ready to access Phase 2 of Letters and Sounds
- In the summer term, for those pupils that are ready, Phase 2 of Letters and sounds, where one focus sound is introduced each week, with pictures and sound actions, through adult led teaching and child initiated learning opportunities, is introduced
- Daily listening and concentration skills, through shared teaching, is promoted

Reception:

Entitlement

- Daily, adult 'Reading for Pleasure' sessions are planned and delivered at 3pm, where books are shared with the pupils allowing opportunity for quality dialogic book talk.

Phonics sessions: daily 10:50 to 11:30

- Pupils learn in groups according to their phonic needs. Groupings are determined using Nursery exit data, Reception baseline data and subsequently in-year data and progress
- Teachers use Phases 2-4 of Letters and Sounds, teaching up to three sounds a week through oral work and sound actions

Session Structure: (See appendix 2 for more info)

Revisit and Review:

Revise sounds and graphemes taught.

Teach: Teach focus sound and grapheme.

Practice:

Daily practice of sound/grapheme recognition, blending, segmenting and letter formation.

Apply:

Use ORT resources to apply new sounds in reading/spelling

Consolidate:

Fiction and Non-fiction reading books are used to consolidate sounds and graphemes to build confidence.

Assessment:

Ongoing assessments must be completed to ensure all pupils are keeping up and end of stage assessments carried out rigorously. Assessments should focus on blending.

- Common exception (tricky) words only to be taught once children are confidently blending using sounds from the current stage
- Themes for literacy are chosen to fit with the focus sounds where appropriate

Display

- Floppy frieze displayed in classrooms to support learning
- An individual reading chart is posted in each classroom showing details of pupil's current ORT Stage/Book band and corresponding Letters & Sounds Phase. This identifies the frequency that children are heard to read by a trained adult.

Pupil Reading Books

- Sharing books are chosen by children weekly, to encourage parents to read with their child and promote a love of reading
- Letter sounds are sent home with children in reading diary regularly in line with sounds learned
- Reading books are grouped into the ORT stages relating to the sounds covered
- Parents are informed about the school's reading programme during the induction process
- Children who are able to blend are given at least one 'Practice reading book' per week which links to the focus sounds taught and their progress is recorded in their reading record and reading diary
- Children are also given one 'Challenge reading book' per week which contains some of the sounds to be taught imminently, alongside those already embedded
- Those pupils not yet blending will access Pre reading books with a focus on dialogic book talk.

Expectations

- Children leaving Reception are expected to be ready to access Phase 5 of Letters and Sounds.

- There are flexible intervention groups for identified children in Reception, who are identified as 'at risk' of falling behind and for those with SEN targets for phonics. These children are identified on the provision mapping.

Reading in Key Stage 1

Oxford Reading Tree (ORT) is the core scheme for early reading and Letters and Sounds is the framework for reference of progression in phonics. (See Appendix 1)

This scheme offers pupils a variety of genres and promotes pupils' comprehension skills as well as a range of other language skills. The children experience supported texts to help with their communication skills, as well as using texts which enhance their understanding of core vocabulary.

The programmes of study for reading at Key Stage 1 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

Entitlement (See appendix 3 & 4)

One specific reading skills session per week is assigned to developing comprehension (domains 1a/1b/1c/1d/1e)

Guided Reading sessions: 3 x weekly 12:15- 12:45 (Year 2)

3 x weekly (Year 1 12:45- 1:15)

Daily, adult 'Reading for Pleasure' sessions are planned and delivered at 3pm, where books are shared with the pupils.

Phonics sessions: daily 10:15 to 10:45

Teaching

Phonics- Pupils are grouped into differentiated groups according to their phonic needs identified from Early Years/Year 1 exit data and subsequently from in year data and progress.

English Skills- Pupils are taught in mixed ability classes.

- Teachers follow the ORT scheme and order of sounds to be taught
- Phonics is taught prior to daily English lessons to ensure clear links between phonics and the English objectives
- Teachers use Phases 3-6 of Letters and Sounds, teaching up to three sounds a week through oral work and sound actions where appropriate

Phonic Session Structure (See appendix 2 for further info)

As Reception (See above).

Display

- The English Alphabetic Code in all rooms
- An individual reading chart is posted in each classroom showing details of pupil's current ORT Stage/Book band and corresponding Letters & Sounds Phase. This identifies the frequency that children are heard to read by a skilled adult.
- Tiered vocabulary from target texts to feed into pupil writing.

Pupil Reading Books

- Teachers follow the ORT scheme and order of sounds to be taught. These are located in the KSI corridor.
- Children are given at least one 'Practice reading book' per week and their progress is recorded in their reading record and reading diary.
- Reading books are grouped into the ORT stages relating to the sounds covered.
- Children are also given one 'Challenge reading book' per week which contains some of the sounds to be taught imminently, alongside those already embedded.
- Higher achieving pupils can access a reading journal to further challenge their comprehension skills.
- An annual reading pledge is administered by staff and signed by both pupils and parents to encourage active involvement in the reading process both in school and at home.
- Home 'Sharing books' are chosen by the children weekly, to encourage parents to read with their child and promote a love of reading at home.
- Bug Club accounts are created for all pupils, giving them access to additional levelled texts where they can practice decoding and comprehension skills.
- Every pupil is 'heard' to read individually at least weekly and reading is supported through questioning.

Whole Class Reading (See Appendix 4)

- Guided reading is taught in a whole class format
- Planning identifies the chosen text, key domain to be worked on, target vocabulary, key questions and pupil tasks.

- Each session includes a mix of whole class talk, paired/group talk and individual thinking opportunities.
- Books are chosen to engage and challenge all readers, including some on screen texts from Bug Club

Expectations

- Children leaving Year 1 are expected to have completed Phase 5 of Letters and Sounds and to have reached the threshold of the Phonics screening check.
- Children are expected to achieve at least age related expectations in Reading at the end of KSI.
- It is expected that pupils will have completed the phonics programme on entry to Key Stage 2.
- There are flexible intervention groups for identified children in KSI, who are identified as 'at risk' of falling behind and for those with SEN targets for phonics. These children are identified on the provision mapping

Assessment of Phonics in Early Years Foundation Stage and KSI

- Children's knowledge and skills will be assessed on a daily basis as a natural part of teaching.
- Assessment is used to inform teacher practice, alert teachers to the individual needs of children, identify pupils 'At risk' of falling behind and to show progress over time.
- EY practitioners will complete EexAt on a termly basis.
- Ongoing and end of stage assessments on code knowledge, pupil's capacity to blend, segment words and read tricky words are carried out using the school's Phonic Assessment sheets.
- Teacher Assessments for reading are recorded on the school data assessment system on a termly basis.
- Year 1 teachers will implement the Phonics Screening Check at the end of Year 1.
- Year 2 teachers use end of Key Stage 1 SATs tasks and papers to inform teacher assessment in reading, which can be externally moderated.
- Big Reads are carried out at three weekly intervals, which focus on assessing pupil's comprehension skills using SATs style questions in order for the children to become test ready. (Y1&2)
- NTS Reading Tests are carried out each term to give a standardized score and Reading age for pupils who are deemed ready to access this format.
- A Phonics Tracking Sheet is updated each half term showing which Phase pupils are working within.

Reading in Lower Key Stage 2

The programmes of study for reading at Key Stage 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

Entitlement (See appendix 3 & 4)

One specific reading skills session per week is assigned to developing comprehension (domains 2a, b, c, d, e, f, g, h)

Guided Reading sessions: 3 x weekly

Daily, adult 'Reading for Pleasure' sessions are planned and delivered at 3pm, where books are shared with the pupils.

Teaching

Pupils are taught in mixed ability class groups.

- Appropriate terminology relating to the specific reading domains/skills are modelled by staff and expected to be used by pupils.
- Teachers plan reading skills using milestones and the National Curriculum programmes of study. The skill domains will underpin the teaching of the sessions. Skills of retrieval, inference and vocabulary require greater weighting than other skills.
- Wave 3 intervention is given to those children with SEN targets for phonics or reading.
- Wave 2 intervention is given to children identified in the provision management mapping.
- A reading pledge is administered by staff annually and teaching assistants and teachers have a responsibility to listen to pupils read on a weekly basis. (See appendix 5)
- Daily adult reading sessions are planned where books are shared with the pupils – 3:00pm.

Display

- A reading chart is displayed in each classroom in order for individual reading frequency to be recorded

- Speed sounds poster is displayed in all classrooms including where SEN pupils or children who have not completed Phase 5 are taught.
- Tiered vocabulary from target texts to feed into pupil writing.

Pupil Reading Books

- Once Phase 5 of the Letters and Sounds has been completed, children in Key Stage 2 access banded reading books at their appropriate reading level.
- Pupils who have not completed Phase 5 of Letters and Sounds will continue to have phonics input as a Wave 3 intervention and continue to access the ORT reading scheme.
- Reading Diaries are used as a record of reading in school and at home. Teachers/TA's regularly check these to monitor reading habits and to identify strengths and next steps for progress.
- Individual reading records are completed whenever the child engages with an adult for reading. Adults use the questioning and prompts on the reading record to support the development of comprehension skills.
- Every pupil is 'heard' to read individually at least fortnightly and reading is supported through questioning.
- Bug Club accounts are created for all pupils, giving them access to a range of levelled texts where they can practice decoding and comprehension skills.

Whole Class Reading (See appendix 4)

- Pupils undertake guided reading 3 x weekly
- Planning identifies the chosen text, key domain to be worked on, target vocabulary, key questions and pupil tasks.
- Sessions include a variety of whole class talk, paired/group talk and individual thinking opportunities.
- Books are chosen to engage and challenge all readers, including some on screen texts from Bug Club

Expectations

- It is expected that pupils will have completed the phonics programme on entry to Key Stage 2. However, there are some pupils who still require phonics input as part of their IEP. These children are identified in the provision management mapping

- It is expected that pupils will be able to read fluently and show effective comprehension skills using domains 2a-2g by the end of Year 4.
- It is expected that pupils will at least meet the age related expectation at the end of Year 3/ Year 4 accordingly

Assessment

- Miscue Analysis tests may be used at the end of each band to identify miscues in reading and pupil's ability to move to the next reading band. These are kept in class reading record alongside the reading record as evidence for teacher assessment/moderation. New reading sheets are commenced with the movement through each band.
- Teacher assessment of reading can be informed by the use of a NTS reading comprehension test performed termly.
- Big Reads are carried out fortnightly, which focus on assessing pupil's comprehension skills using SATs style questions in order for the children to become test ready
- Teachers use all the assessment tools to make an end of year judgement as to whether a pupil has met, exceeded or not met the given standard.
- Basic sight vocabulary/high frequency word checks can be used as a form of phonics assessment for those pupils who have not completed Phase 5 of Letters and sounds.
- For pupils still learning phonics a Phonics Tracking Sheet is updated each half term showing which Phase pupils are working within.

Reading in Upper Key Stage 2

The programmes of study for reading at Key Stage 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

Entitlement

KS2 English skills sessions: (See appendix 3 & 5)

Teaching

Pupils are taught in mixed ability class groups.

- Appropriate terminology relating to the specific reading domains/skills are modelled by staff and expected to be used by pupils.

- Teachers plan reading skills using milestones and the National Curriculum programmes of study. The skill domains will underpin the teaching of the sessions. Skills of retrieval, inference and vocabulary require greater weighting than other skills.
- Wave 3 intervention is given to those children with SEN targets for phonics or reading. Wave 2 intervention is given to children identified in the provision management mapping through reading skills group.
- A reading pledge is administered by staff annually and teaching assistants and teachers have a responsibility to listen to pupils read on a weekly basis.
- Daily adult reading sessions are planned where books are shared with the pupils – 3:00pm.
- A reading pledge is administered by staff annually and teaching assistants and teachers have a responsibility to listen to pupils read on a weekly basis.
- Daily adult reading sessions are planned where books are shared with the pupils – 3:00pm.

Display

- A reading chart is displayed in each classroom in order for individual reading frequency to be recorded.
- Tiered vocabulary from target texts to feed into pupil writing.

Pupil Reading Books

- Once Phase 5 of the Letters and Sounds has been completed, children in Key Stage 2 access banded reading books at their appropriate reading level
- Pupils who are reading fluently and can access Band 13 have a choice of challenge reading material that will further develop their understanding.
- Pupils who have not completed Phase 5 of Letters and Sounds will continue to have phonics input as a Wave 3 intervention and continue to access the ORT reading scheme
- Reading Diaries are used as a record of reading in school and at home. Teachers/TA's regularly check these to monitor reading habits and to identify strengths and next steps for progress
- Individual reading records are completed whenever the child engages with an adult for reading. Adults use the questioning and prompts on the reading record to support the development of comprehension skills.
- Every pupil is 'heard' to read individually at least fortnightly and reading is supported through questioning
- Bug Club accounts are created for all pupils, giving them access to a wide and varied range of challenging texts where they can practice decoding and comprehension skills.

Whole Class Reading (See appendix 5)

- Pupils undertake guided reading 3 x weekly
- Guided reading is taught in a whole class format
- Planning identifies the chosen text, key domain to be worked on, target vocabulary, key questions and pupil tasks.
- Sessions include a variety of whole class talk, paired/group talk and individual thinking opportunities.
- Books are chosen to engage and challenge all readers, including some on screen texts from Bug Club and other appropriate on line sites.

Expectations

- It is expected that pupils will have completed the phonics programme on entry to Key Stage 2. However, there are some pupils who still require phonics input as part of their IEP. These children are identified in the provision management mapping
- It is expected that pupils will at least meet the age related expectation at the end of Year 5/Year 6 accordingly.

Assessment of Reading in Key Stage 2

- Miscue Analysis tests may be used at the end of each band to identify miscues in reading and pupil's ability to move to the next reading band. These are kept in class reading record alongside the reading record as evidence for teacher assessment/moderation. New reading sheets are commenced with the movement through each band.
- NTS Teacher assessment of reading can be informed by the use of a reading comprehension test performed termly
- Big Reads are carried out fortnightly, which focus on assessing pupil's comprehension skills using SATs style questions in order for the children to become test ready
- Teachers use all the assessment tools to make an end of year judgement as to whether a pupil has met, exceeded or not met the given standard.
- Basic sight vocabulary/high frequency word checks can be used as a form of phonics assessment for those pupils who have not completed Phase 5 of Letters and sounds.
- Year 6 pupils complete SATs in May. These give standardised scores which are translated into pupils meeting, exceeding or not meeting the given standard.
- For pupils still learning phonics a Phonics Tracking Sheet is updated each half term showing which Phase pupils are working within.

Whole School Classroom Reading Books

- Each classroom provides varied, additional reading material for pupils to access. The classroom reading box is available for pupils to access throughout the day.

It should contain the following:

Books at different levels to enable all pupils' access.

- Information books relating to learning and linked to the Reception topic
- Comics
- Annuals
- Non-fiction books
- Joke books
- Picture books

When pupils access these books, the adults will use these opportunities to engage the children in book talk.

The main aim is to instil a love of reading and reading for purpose.

Impact

At Fallings Park we strive to ensure that our pupil's reading attainment is in line with or exceeds their potential when we consider the varied starting points of all our children.

We measure this using the rigorous assessment cycle mentioned above including the current STA assessment guidelines, whilst always considering the age related expectations for each year group.

We provide a bespoke curriculum that will ensure our pupils become 'Readers' and that they are prepared for life beyond our school, throughout their educational journey and on into adulthood.

Appendix I

The structure of Sounds and Letters programme

Letters and Sounds	ORT FP Sounds and Letters
Phase 1	Stage 1
Phase 2	Stage 1+ (+ '-le')
Phase 3	Stage 2 and Stage 3 (+ Revise and Stretch Books – Ph 5)
Phase 4	Stage 4 elements of Phase 5 (Revise and Stretch Books)
Phase 5	Stage 5 (In reality, 'Phase Six' expectations)

Appendix 2

Early Years/ KSI Phonics Structure	
Revisit	<ul style="list-style-type: none"> Floppy Phonics Flashcards and actions <p><i>Progress to using grapheme cards without the additional picture prompts</i></p> <ul style="list-style-type: none"> Minute tracks & pointers Practice word cards using previously taught phonemes/graphemes- aid blending using interactive resources such as reading hammers, reading torches etc. . .
Teach	<ul style="list-style-type: none"> Floppy Phonics Flashcards and actions Say the phoneme using a variety of voices e.g. happy, sad, loud, whisper etc. . . Listen to, look and say a range of words containing the new phoneme using picture clues Find the grapheme in text Practice forming the shape of the grapheme using interactive strategies such as playdough, air writing, chalk etc. . .
Practise Blending to read (Day 1)	<ul style="list-style-type: none"> Match pictures and words containing the new sound Words hunts in the environment Choosing the correct word, from a given set, to match a picture/ add into a sentence Pairs games- read and match Circle word card games- swap places with someone who has the same word as you etc. . .
Practise segmenting to spell (Day 2)	<ul style="list-style-type: none"> Phoneme frames Segmenting to spell words to match a given picture Picture hunt in the environment- segment to spell the sound items Threading graphemes to build words Magnetic letter word building Giant grapheme tiles word building Floppy flashcards word building
Apply Day 1	<ul style="list-style-type: none"> Blend to read the word in a sentence
Apply Day 2	<ul style="list-style-type: none"> Segment to spell the word in a sentence

Appendix 3

English Lesson Structure- Y1 - Y6					
Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Reading Skill</p> <p>(Vocab/Author's choice- Fiction)</p> <p>(Knowledge & Vocab if non-fiction)</p>	<p>Model Text/WAGOLL</p> <p>Deconstruct/Features of etc...</p> <p>Model text to be written at an aspirational level for more able pupils, on a different subject to the one being written by children.</p> <p>Model text to be put in pupil books</p>	<p>Text Hook</p> <p>Engaging the pupils</p> <p>Talk for writing/ Drama/ retelling/ sequencing/ hot seating etc...</p>	<p>SPAG Skill</p> <p>Expectations- From Y2: Pupil will apply the taught skill in a paragraph at the end of the lesson to show their understanding, in the context/genre of the shared text.</p>	<p>SPAG Skill</p> <p>Expectations- From Y2: Pupil will apply the taught skill in a paragraph at the end of the lesson to show their understanding, in the context/genre of the shared text.</p>
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Reading Skill</p> <p>2f/g How author's use the Spag skills taught in week 1- range of texts)</p>	<p>SPAG Skill</p> <p>Expectations- From Y2: Pupil will apply the taught skill in a paragraph at the end of the lesson to show their understanding, in the context/genre of the shared text.</p>	<p>Planning the write/</p> <p>Visual organiser (Story board, mountain, hand, etc...)</p>	<p>Write</p> <p>Live marking to take place</p> <p>Distance marking should assist children to edit own work tomorrow- sp in the margin etc...</p>	<p>Edit & Improve</p> <p>Must include proof reading and improvements</p>
<p>Where teachers feel it necessary to decrease to a 1 week unit or extend to a 3 week unit due to genre, they may use their own discretion.</p> <p>Units should not extend to 4 weeks.</p>					

Appendix 4

Whole Class Reading structure –KSI & LKS2 3x30 minutes		
<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>
Vocabulary	Retrieval	Inference
<u>Session 4</u>	<u>Session 5</u>	<u>Session 6</u>
Vocabulary/ Retrieval	Inference	KS2 Comparison 2h/Prediction 2e/Summary 2c KSI Prediction 1e/Sequence 1c
<u>Session 7</u>	<u>Session 8</u>	<u>Session 9</u>
Shared Read Assessment Text	Big Read Assessment	Marking Session
<ul style="list-style-type: none"> • Same text/extract to be used to teach the range of skills in Week 1 and a new text/extract for week 2. • Week 3- 'BIG Read' assessment should be completed which includes a mixture of test type questions based on the skills taught. • Skills to be <i>taught not practised</i>- evidence of application to be shown at the end of each lesson by answering 2/3 questions, one of which at a GDS level (final 5 minutes) 		

Appendix 5

Whole Class Reading structure –UKS2 3x45 minutes		
<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>
Vocabulary / Retrieval / Inference 2a/2b/2d	Vocabulary / Retrieval / Inference 2a/2b/2d	Summary / Prediction / Author Choice / Comparison 2c/2e/2f/2g/2h
Session 4	Session 5	Session 6
Vocabulary / Retrieval / Inference 2a/2b/2d	Vocabulary / Retrieval / Inference 2a/2b/2d	Big Read
<ul style="list-style-type: none"> Linked texts to be used throughout the week based on a genre of writing. These texts should be linked based on topic and can vary from Cornerstones topic. Texts should be no longer than 2 sides of A4 and should be a different text each day but linked to a common theme. <p>Example Week</p> <p>Lesson 1 – Room 13 Extract</p> <p>Lesson 2 – Room 13 Different Extract</p> <p>Lesson 3 – Text linked (Bram Stoker biography, non-fiction)</p> <ul style="list-style-type: none"> After each 2 week cycle a 'BIG Read' assessment should be completed which includes a mixture of test type questions based on the skills taught. Guided Reading Lessons should not be delivered using our 'end of day' reader. This narrows children's experience of books and genres of texts. 2a - Vocabulary could and should be used in starter activities – examples, see SH. 2b – Quick Fire Retrieval should be used before the main body of the lesson to allow children to practice retrieval skills in every lesson, even if focusing on inference. 2d – Inference should be delivered at least once weekly. Teachers to use past SATS questions as basis for writing questions. Pupils should be independent as possible at times during the week when reading. 		