



## **Ombersley Endowed First School**

### **Reading Policy**

**Subject Co-ordinator:** Caroline Moore and Briony Cartwright

**English Governor:**

**Date policy agreed:** Spring 2020    **Review date:** Spring 2022

#### **Rationale**

At Ombersley Endowed First School we support children's development as they become enthusiastic and critical readers of stories, poetry, drama and non-fiction and media texts. We want children to develop a love for literature. Children will have a raised awareness of how print, pictures and visual media can all convey meaning. We strive to build upon a wide vocabulary base and develop a capacity to convey meaning through a range of high quality texts. We believe that becoming a fluent reader plays a vital role in preparing our children for the opportunities, responsibilities and experiences of adult life.

#### **Aims**

The school aims to:

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers.
- Encourage the enjoyment of books and reading so that the children develop a lifelong love of books.
- Develop a critical appreciation of what they read.
- Develop study skills so that the children can find appropriate fiction and non-fiction books from the library.
- Develop research skills using library and class texts, in conjunction with ICT.
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing.
- Encourage care and ownership of books.

Our ultimate aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension.

#### **Principles for the Teaching and Learning of Reading**

In order to deliver the above we will meet the objectives outlined in the National Curriculum 2014. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genres. They will have the opportunity to read books, big books, ICT based texts on individual computers and whiteboards, large texts, information booklets, a range of non - fiction texts, environmental print, guided reading materials and reading schemes.

#### **Strategies for the Teaching of Reading**

At Ombersley, reading is initially taught through Floppy's Phonics, although games and resources from other published schemes may be used to consolidate learning. This is a scheme for systematic phonics development and uses a structured approach. This scheme links to our Oxford Reading Tree reading scheme so that children can apply their phonic knowledge to reading books in a carefully matched and targeted sequence.

As part of this scheme the children will be taught to:

- discriminate between the separate sounds in words
- learn the letters (phonemes) and letter combinations (digraphs and trigraphs) most commonly used to spell sounds
- study written representations of a sound and how it looks
- recognise sight vocabulary identified as 'tricky words'
- blending and segmenting to read words.

Reading is taught through English lessons, Shared reading, Guided reading sessions and opportunities to practise and consolidate skills through independent reading. During these sessions teachers and teaching assistants will use a wide range of strategies to enhance the teaching of reading. Some of these are outlined below:

- modelling and discussing the features of written texts through shared reading of texts
- giving direction to develop key strategies in reading
- demonstration eg. how to use punctuation when reading
- explanation to clarify and discuss eg. need for grammatical agreement when proof reading
- inferring and predicting based on what is being or has already been done or said
- questioning - to probe pupil's understanding of a text
- investigation of ideas - to understand, expand on or generalise about themes and structures in fiction and non-fiction
- discussion and argument, to justify a preference
- provision of a wide range of fiction and non-fiction genres, for the children to choose from

### **Strategies to enhance the learning of independent reading skills**

We believe that in order for children to foster an enjoyment of reading and to have an understanding of the texts they read, they must be at the centre of their own learning. Some of the strategies used to enhance this independent learning are outlined below:

- we are aware that all children are individuals and have preferred learning styles. Therefore we aim to provide children with a range of experiences which will enhance and improve their reading skills
- using 'Talk for Writing' approaches to enable written and oral story telling where appropriate
- children will be made aware of the learning focus of the reading session and will have a clear understanding of what the teacher or teaching assistant is looking for during the session
- children will be given oral feedback about their reading
- children will be given targets in reading to assist in their reading development
- reading books and tasks will be appropriately matched to individual abilities

### **Opportunities for reading and Skills development**

#### Shared Reading

The whole class shares a rich text that is beyond the current reading ability of the majority of the class. Shared reading provides a context for teacher modelling, teaching and applying reading skills. We take guidance from texts suggested on Pie Corbett's Reading Spine, advice from outside advisors for example Babcock Prime as well as recent publications.

#### Guided Reading

Guided Reading is a daily session. Once a week children will read in a small group, with a teacher or teaching assistant, and focus on developing children's ability to become

independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text which matches the reading level of the group. Texts are selected from the schools guided reading schemes or other well known texts. The teacher, or teaching assistant, shares the key objectives for the session with pupils, assesses progress within the session and records the outcomes on Guided Reading assessment formats. For the remaining 4 days children carry out activities that are focused on the Content Domains.

### **The KS1 Reading Content Domains**

The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English at key stage 1 that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain.

The key stage 1 English reading tests will focus on the comprehension elements of the national curriculum.

Content domain reference:

- 1a draw on knowledge of vocabulary to understand texts
- 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1c identify and explain the sequence of events in texts
- 1d make inferences from the text
- 1e predict what might happen on the basis of what has been read so far

*Source: 2016 key stage 1 English reading test framework: national curriculum tests from 2016 STA/15/7338/e ISBN: 978-1-78315-823-2*

### **The KS2 Reading Content Domains**

The content domains set out the relevant elements from the National Curriculum programme of study (2014) for English at key stage 2 that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain.

Content domain reference:

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2c summarise main ideas from more than one paragraph
- 2d make inferences from the text / explain and justify inferences with evidence from the text
- 2e predict what might happen from details stated and implied
- 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g identify / explain how meaning is enhanced through choice of words and phrases
- 2h make comparisons within the text

*Source: English reading test framework 2016 National curriculum tests Key stage 2 For test developers STA/15/7341/e ISBN: 978-1-78315-826-3*

We aim that, once a fortnight, whole class texts are used and all children access an Age Related Expectation (ARE) text. Activities that are based around the Content Domains (see above) are planned from the text and skills are taught, which then are applied at the child's own level the following cycle.

### Paired Reading

Once a week children pair up with their reading partner from another year group and share books. The children read books that interest them and the emphasis during these sessions is on reading for enjoyment and the development of the ability to respond appropriately to a text.

### Home/School Reading

All children bring a book bag into school each day and the teacher provides every child with a reading book and a reading diary. At the end of Year 2 and into Key Stage 2 the responsibility transfers to the child to choose and change their book with the support of the Staff if required. Parents are urged to share reading books with their children and hear their children read at home. Parents are encouraged to make a written comment in the reading diary to show how their child read or understood the text.

Reading books are initially chosen from our reading scheme Oxford Reading Tree but once the child has reached an expected reading level for Year 2 they are moved on to reading texts which are selected from their classroom. Books on higher levels are available for children who prefer/need a more structured approach. Children on Oxford Reading Tree have their books changed three times a week, to allow for re-reading, consolidation of vocabulary and to develop a greater understanding of the book. Children reading class readers are given the opportunity to change their reading books daily. We encourage parents, carers and grandparents to come in to school to read with pupils. School staff aim to read with children individually at least once per week. Children in Key Stage 2 read independently for 10 minutes each day, known as ERIC (Everyone Reading In Class) to develop their stamina for reading and their independent reading skills.

### Story

We aim for all classes to have a story time each day so that children can hear how a good reader sounds. It is a time for children to enjoy books, while providing language rich experiences and opportunities to develop vocabulary and comprehension skills. Opportunities are also incorporated into English lessons.

### Library

Children have the opportunity to exchange fiction and non-fiction books weekly.

### Book Week

Once a year the whole school participates in Book Week where the whole curriculum is focused around a book or genre. The children dress up as book characters on World Book day and take part in competitions as well as a range of other activities that change year on year.

## **The contribution of Reading to Teaching in other curriculum areas**

The skills that children develop in reading are linked to, and applied in every subject of our curriculum. The development of The Creative Curriculum allows this to happen more easily. The children's skills in reading enable them to communicate and express themselves in all areas of their work in school.

## **Special Educational Needs**

Reading is taught to all children whatever their ability and individual needs. It forms part of the school curriculum to provide a broad and balanced education for all children. Reading provides learning opportunities that enable all children to make good progress and, as such, is a key foundation of the school curriculum. The school works hard to meet the needs of any children with Special Educational Needs, those with disabilities, the More Able and those learning English as an additional language.

Children with special educational needs are encouraged to take a full part in reading sessions, both inside and outside the English and Reading sessions. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs.

## **Equal Opportunities**

In line with the Primary Framework strategy, the school Special Needs and inclusion policies, and current legislation for equality, Ombersley Endowed First School believes that all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion and equality of opportunity.

## **Assessment and Recording**

Long term, medium term and short term planning shows knowledge, skills and understanding and ensures the continuity of and development of a range of text types. It also provides a framework against which teachers can not only plan but monitor and assess pupil progress.

Individual reading targets are set by the teacher to help children achieve their full potential in reading. These are indicated on their tracking sheet which is a working document in the Guided Reading folder.

The children are assessed and records are kept in line with the school's assessment policy. Teacher assessments take place termly to assess pupil progress. Teachers enter data onto the school's tracking system. The progress of classes and individuals are discussed termly at 'Pupil Progress' meetings between the head teacher and class teacher.

Teachers set end of year targets for each child. Children in Year Two take the S.A.T.s reading paper. SATs outcomes are reported to parents with the end of year report.

During the summer term, children in Year One will take the Phonics Screening Test. Results are shared with parents. If the children do not pass the test, they will be required to re-take it the following year. Year 1, 3 and 4 may also take standardised reading tests at the end of each term to validate and assist teacher assessment judgements.

The data from assessments is used to:

- action any special needs provision
- group the children
- identify the most able children to ensure provision on extension and enrichment work

The Literacy coordinator will monitor and evaluate the teaching and learning of reading on a regular basis across the school, to ensure continuity and progression.

Moderation of data is carried out in house during Staff meeting times to validate judgments.

Signed:

Date: Spring 2020

Review Spring 2022