



Ombersley Endowed First

School

Reading Policy

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English Governor: Janet Pittaway

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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, to promote enjoyment of reading and the understanding that reading is a life-long skill.

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 alongside a number of published structures , such as and not limited to, Read, Write Inc. This is a scheme for systematic phonics development and uses a structured approach:

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

- discriminate between the separate sounds in words
- learn the letters and letter combinations most commonly used to spell sounds
- read words by sounding out and blending their separate parts
- study written representations of a sound and how it looks
- recognise sight vocabulary identified as 'tricky words'
- blend and segment to decode and encode

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 visual, kinaesthetic and auditory experiences which will enhance and improve their reading skills
- using 'Talk for Writing' approaches to enable written and oral story telling
- 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 in their reading and analysis of the text
- children will be given oral feedback about their reading in order to help them develop specific aspects of it
- children will be given targets in reading to assist in their reading development
- reading books and tasks will be appropriately matched to individual abilities and needs in the classroom

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 using real books. 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.

The following table shows the content domain, which sets out how elements of the curriculum will be defined for test development purposes.

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 Stage 10 they are moved on to reading 'Real books' 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.

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 for the week. 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. Pupils with additional needs are withdrawn for short periods to participate in individual and small group programmes based on their IEPs/Learning plans. Care is taken not to disadvantage pupils by this withdrawal.

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 their Guided Reading book, targets are discussed, assessed and reviewed with the child.

The children are assessed and records are kept in line with the school's assessment policy. Teacher assessments take place half termly to assess pupil progress. Teachers enter data onto the school's tracking system. The progress of classes and individuals are discussed half termly at 'Pupil Progress' meetings between the head teacher, deputy head 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 will take the PIRA standardised Reading assessment twice a year to inform Class Teacher judgments.

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:

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