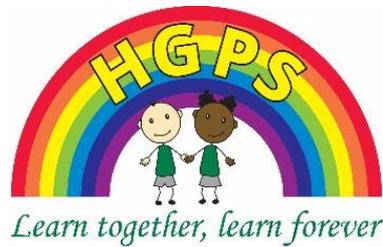


Hazel Grove Primary School



Reading Policy January 2020

DATE POLICY APPROVED BY GOVERNORS: 20th January 2020

DATE POLICY RATIFIED BY GOVERNORS: 9th March 2020

REVIEW DATE: January 2023

SIGNED: CHAIR OF GOVERNORS

SIGNED: HEAD TEACHER

‘Reading is the transfer of meaning from one mind to another through the medium of written language.’

‘Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.’

“Good readers are purposeful. Good readers have a purpose for reading.”

“Good readers are active. Good readers think actively as they read. To make sense of what they read, good readers engage in a complicated process. They use their experiences and knowledge of the world, their knowledge of vocabulary and language structure, and their knowledge of reading strategies.”

“Teachers should emphasise text comprehension from the beginning, rather than waiting until students have mastered the basics of reading.”

“I define reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practised.

Marie Clay

Reading has to include making meaning. I can phonetically decode Italian – I was taught by my Latin teacher in the 50s, for fun. I can’t understand it though.

There is no ‘wrong’ way to teach a child to read, as such; but like nearly everything we learn, it is best approached in lots of ways at once if we want to create the ‘reading writer and the writing reader’ – which we want all our children to be.

Michael Rosen

Intent

- We aim to enable our pupils to read confidently, fluently, accurately and with understanding.
- We aim to employ a full range of reading cues - phonic, graphic, syntactic, contextual - to enable children to self-monitor, self-correct and make sense of their own reading.
- We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- We aim to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.

- We aim to develop a suitable technical vocabulary through which to understand and discuss their reading.
- We aim to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.
- We aim to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children

Implementation of the teaching and learning of Reading at Hazel Grove Primary

Children at Hazel Grove Primary are taught to read using a range of reading resources, including some **phonetically decodable** books in addition to a wide range of texts from various publishers. This is done to allow flexibility of teaching and learning reading strategies across a range of materials.

Books are levelled up to Reading Recovery level 30 and are finely matched with our children's reading levels which are continuously assessed and refined based on teacher observations, assessments and Benchmarking.

Our approach to reading is taken directly from the evidence based Reading Recovery principles which are based on over 40+ years of research of what good readers do, and how to support struggling readers to make accelerated progress. We have evidence of what works best for our learners at Hazel Grove Primary and constantly refine and improve our teaching of reading through continuous CPD – accessing the most cutting edge training and sharing it with all members of staff who are involved in the teaching of reading. Staff are supported by the English Team, which is made up of a wide range of experienced members of staff and which includes the Reading Recovery teacher – who provides support, training and coaching with all aspects of reading.

Hazel Grove Primary meet the objectives outlined in the 2014 National Curriculum in each year group. Staff 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 have the opportunity to read 'real' books and newspapers, big books, posters, ICT based texts, on individual computers, iPads and interactive Whiteboards, large texts, information booklets and Reading Recovery level banded guided reading materials.

Strategies to support implementation of the teaching of Reading

Reading is taught alongside the daily teaching of phonics using letters and sounds to support phonological application. 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 on sight vocabulary identified as ‘Whizzy words’

Reading is taught through Shared Reading, Guided Reading and English lessons. Opportunities to practice and consolidate skills through independent reading are also planned for and provided. During these sessions, teachers and learning support 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 targeted praise and feedback in order to develop key strategies in reading;
- demonstration - e.g. how to use punctuation when reading, using a shared text;
- explanation to clarify and discuss e.g. need for grammatical agreement when proof reading;
- questioning - to probe pupil’s understanding of a text – with a focus on both literal and inferential question styles;
- 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; by supporting children to take direct references from the text to explain and justify their point or preference.

Children are always informed of the learning objective in guided reading and will have a clear understanding of what the teacher or learning support assistant is looking for in their independent reading/analysis of the text. In addition, in the return to text focus part of the lesson, they will have opportunities to consolidate the learning objective of the lesson.

Children will be given oral praise and feedback about their reading on a 1:1 basis during guided reading, in order to help them develop specific aspects of it further, aiding progression. Staff follow the agreed structure of “I like the way you... next time try to...”

Reading tasks/books will be appropriately matched to individual abilities and needs in the classroom. This is determined through Benchmarking, teacher observation and teacher assessment. We use phonically decodable books, where appropriate, to support phonological application and awareness. This is balanced with a range of texts, at the correct Reading Recovery Benchmarked level, to support flexibility and orchestration of meaning, structure and phonic awareness in the context of a range of texts.

Teaching staff follow a whole school agreed format for Guided Reading lessons which is consistent in each year group and with all members of staff.

- Objective
- First Hand Experience / Hook
- Introduction / Walkthrough
- Strategy Check
- Independent Read – followed by immediate praise and feedback

- Return to Text
- Plenary

All children from Reception to Year 6 receive two guided reading lessons per week. One of those is by the class teacher and the other is by a learning support assistant. All staff teaching guided reading have received the same training and access to continuous professional development.

The teacher or learning assistant shares the key objective(s) for the session with pupils, assesses pupil's progress within the session, and use this information to inform the next book selection and learning objective specific to the needs of pupils for the next guided reading lesson.

Other activities during Guided Reading sessions (independent activities):

Guided Reading is planned for on a weekly basis meaning that children have access to two taught sessions per week and three independent sessions.

A range of activities are planned for, to reinforce reading skills. All independent learning activities have a reading focus and are designed to extend or consolidate prior learning.

They may include:

- Comprehension activities based on the text
- Comprehension activities based on the genre studied
- Reading for pleasure using a book which is accessible to children
- Follow up activities based on the text
- ICT reading activities
- Pre-reading activities/tasks
- Inference activities, following on from Inference training session

Opportunities for Reading beyond Guided Reading lessons

Shared Reading across the curriculum:

The whole class shares a text, which is beyond the independent reading level for that age group, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching and applying reading skills. Shared Reading is planned for in English lessons as well as across the curriculum so that reading skills can be applied in other subject areas. Text selection is carefully planned, to support other subjects.

Story Time:

We believe that giving children the opportunity to hear an adult/teacher read to them, develops a child's ability to comment on and respond to events and experiences within a text and also, hear what good reading sounds like. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary. It also provides an essential opportunity for children to listen to an adult role model who has developed skills in expression, phrasing, intonation and reading for effect.

In addition, the Reading lead works closely with parents to support story-time at home, to ensure there are opportunities to enhance reading volume at as many opportunities as possible. This is facilitated through year group reading workshops, targeted workshops and a range of story time

shared work in school. This includes, special events: story time, World Book Day Events, weekly reading together with parents in Early Years and Key Stage 1, book swap events and early morning reading groups.

Our Reading Buddies link up with younger children to promote a love of reading through sharing stories.

At Hazel Grove primary, we understand that volume of reading and being read to, is key in enabling pupils to achieve age related expectations. Therefore, we rigorously track pupil assessment, to identify who needs additional volume of reading. Identified pupils are invited to early morning reading clubs, led by the Reading Recovery Teacher and additional staff.

Every year, each class goes to the local library to renew their library cards, in preparation for the Stockport Summer Reading Challenge. In addition, annually, we take part in the Stockport Book Awards!

Home/School Reading:

All children are encouraged to select and borrow two books from school, and read these at home and in school during independent reading time. Initially, children take home Book Banded reading books of a level which is lower than they are currently working on with their teacher or teaching assistant. (These books are from a range of reading schemes). When children have progressed through the Book Bands, they move onto 'Free Readers' ('real', non-scheme books, suitable for their age).

Books are changed weekly for the children throughout the school. This is rigorously tracked to identify children who are not reading enough at home. If books are not returned, class teachers will discuss with parents.

Parental Involvement

Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to make a written comment in the school reading record, to show how their child read or understanding.

Parents are welcome to seek advice and support from the English team with regards to their child's progress in reading and ways that they can support at home.

We hold regular parent workshops where parents can find out more as to how they can support their children at home.

We have volunteers who support with reading across the school to assist us with our intent for every child being a reader at Hazel Grove Primary.

Special Educational Needs

Children with special educational needs are encouraged to take full part in reading sessions, both inside and outside the English lessons. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Pupils who need it, are withdrawn for short periods, to participate in individual and small group programmes, based on their needs as written in their Individual Provision Maps (IPMs) and as recorded on the school's provision map. Care is taken not to disadvantage pupils by this withdrawal. This may consist of an intervention such as:

- Children may receive an additional Guided Reading lesson. (3 in total)
- In Years 1/2 there may be the opportunity to work with the Reading Recovery Teacher if assessments show that their need is the greatest.
- Some extra support may be given by Learning Support Assistants or Parent Helpers who have been trained to follow Hazel grove Primary guidelines.
- Some children in Key Stage 2 who are identified as having difficulties with their comprehension of a text may take part in the Leicester Inference program with a trained member of staff.

Strategies to ensure progress

Long term, medium term and short term planning (reflecting the National Curriculum using the Hazel Grove Good Reading Documents), shows progress in knowledge, skills and understanding and ensures the continuity of and development of a range of text types.

Children's reading development will be evaluated on an ongoing basis by the teacher and teaching assistant and/or child, which ultimately informs future planning of reading lessons. At the end of each term, the children's reading will be assessed using the Benchmark Kit to ensure that they are taught at their Instructional Level. Their levels are tracked by the Reading Recovery teacher to ensure adequate progress is being made. Additional provision is identified and put in to place for children who are not making expected levels of progress in Reading.

The Reading Recovery teacher will monitor and evaluate the teaching and learning of reading on a regular basis across school, to ensure continuity and progress is evident.

Strategies for assessment, recording and reporting

Every term, every child's reading skills will be assessed against the Year Group expectations for their age in the Hazel Grove Primary "Good Reader" documents. . Children will be identified as working at 'expected level,' 'emerging' or 'exceeding.'

Additional forms of assessment that may be used to support teacher assessment are:

- End of KS1 and KS2 assessments (Y2 and Y6)
- Optional assessments using Piri end of year reading tests (Y3, Y4, Y5)
- Benchmarking/Bookbanding assessments

- Reading Recovery assessments including Observation Survey assessments and 3/6 month follow up assessments for children who have finished the programme

Each teacher will then be able to gauge the child's strengths, areas for development and the progress made, and use this to plan future provision. The school tracking system for reading is updated for every pupil on a termly basis.

Use of resources

Teachers will ensure that they provide a language rich environment with an inviting and well-resourced reading area, in order to promote and create an enthusiasm for reading. Reading resources (for shared, guided, home and individual reading) will be updated yearly, as necessary, following an audit of need by the Reading Recovery teacher. A range of ICT hardware and software is available for the children to use to help them improve their reading skills.

Reading areas must adhere to the Reading Environment Policy;

Book Corner Checklist – 2019

Nursery – Y6

- Book corners are of a high quality- accessible, owned and loved by children
- The book corner is inviting e.g. cushions, throws, fabrics, soft toys, plants, mobiles etc are used to enhance
- Books are up to date and appeal to children's interests
- Non-fiction books and poetry books are valued alongside fiction
- Staff model use of the area and share their excitement of books with children
- Books are available in all areas of the classroom linked to topics
- Story props, sacks and boxes are used to enhance core books
- There are opportunities for children to learn 'reading behaviours'
- Reading display must show photographs of the children in the class reading
- There is an organised way of displaying the books that children can understand and use effectively. For example:
 - **'Picture books'** with clear label on the shelf
 - **'Chapter books'** with clear label on the shelf
 - **'Non-fiction'** with clear label on the shelf
 - **'Poetry'** with clear label on the shelf
 - **'Dictionaries'** with clear label on the shelf
 - **'Thesauruses'** with clear label on the shelf
 - **'Children's Classics'** with clear label on the shelf in Y2-Y6
 - **'Newspapers/ magazines'** with clear label
 - **'Teacher's Choice'** basket
 - All book spines must be displayed up the correct way.

Reading Miles

Research suggests that an increase in reading miles, helps children to become proficient readers. At Hazel Grove Primary we strive to increase children's reading miles through:

- Making links with the local library and ensuring children have access to a local library card
- Have older children reading buddies who promote story sharing.
- Use our Library area to promote children's rights as a reader, and further access to texts to increase volume of reading.
- Provide reading clubs and targeted interventions for children who need more book handling experiences