

Hartwell Primary School Reading Policy

At Hartwell Primary School, our central aim is for children to love reading regardless of what ability or gender they are. We aim to ensure a balanced mix of approaches to reading so that our pupils achieve the skills required to understand the texts that they read, have a positive attitude, confidence as well as interest and a life-long love of literature.

Using Accelerated Reader

The school's assessment system (Accelerated Reader: AR) is used for years 2 to 6 as a monitoring (via book quizzes) and a diagnostic tool (via STAR tests) to allow pupils to reach targets in their reading and learning which allows them to make good progress. Whenever a child finishes reading a book, they can log onto AR and take that book's quiz which then gives instant feedback on their understanding. Following a quiz, the child can then add to their word count, which are displayed in class. At the end of each half term, everyone who uses AR, takes a STAR test, which determines their ZPD range. Their ZPD range tells the child the range of difficulty that they can choose from in the library. Every book in the library is colour coded to make identifying suitable books easier. It is essential that children read from their ZPD to ensure maximum progress is made in their reading.

It is essential that teachers monitor:

- A child's performance on each quiz that they take. Staff are expected to monitor quizzes to ensure children's performance is as expected and to address any issues immediately.
- Their progress towards targets that are set on line- weekly.
- Their progress through certifications available online- weekly
- What level of difficulty the children are reading: to ensure it is within their ZPD and that books are taken from a range throughout their ZPD.

Early Reading and Key Stage 1

- A listening area where auditory skills can be developed, stories can be enjoyed, shared reading can take place and independently reading with listening games being part of the learning.
- A multi-sensory approach to learning.
- Interaction between reading, talk and writing.

- Opportunities to see, read and write core vocabulary as well as familiar nouns, labels, captions and pupil names.
- A dedicated daily 30 minute session to teach phonics using the Read, Write, Inc programme.
- Resources to support letter sound awareness.
- Opportunities to engage in **emergent** writing and reading through relevant literature linked to topics or role play areas.
- Opportunities to explore and enjoy poetry and rhymes, through a variety of different ways such as ICT, games, PE, music, art.
- Computer programmes to support visual and spatial awareness, core vocabulary recognition and phonic awareness.
- Enthusiastic staff to share books with the children, making curriculum links through literature.
- Access to a well-stocked library with a wide range of high quality texts. Timetabled session to visit and enjoy the library.
- A range of books for the children to select themselves; for example book boxes and use of mobile library.
- A home-school reading diary to share with parents to comment on the child's learning.
- Carefully selected home school reading books matched to the children's level in the RWInc programme.
- The teaching of reading through interactive ICT resources as well as texts with particular emphasis given to rime and onset, alliteration, phonological awareness, visual discrimination, sequence and prediction skills.
- Meaningful records that help build up a picture of the child as a reader, identify their strengths, weaknesses and determine the appropriate teaching strategy for individuals.
- Phonics delivery is outlined in detail in **Appendix 1**

Reading in Key Stage 2

As the children progress, we aim to build on the reading experiences already acquired. The aim is to develop the skills needed to effectively comprehend a text:

- Developing vocabulary knowledge
- Ask questions: predict, I wonder?

- Detective time: developing inference and deduction
- Accessing their background knowledge to unlock texts
- Visualising the texts that they read
- Creating a gist of the text
- Developing a range of breakdown strategies for when they need to independently problem solve.

The importance of teaching these strategies is recognised at Hartwell and through Shared reading sessions, teachers will choose one or two of the above list to focus on. After the whole class delivery, children then independently develop the skills modelled in the whole class part of the lesson on differentiated texts. Such sessions happen at least fortnightly.

It is essential that children have access to a range of high quality texts: both extracts and full novels. The coverage of texts is planned for prior to the start of the year and recorded on their Literacy Long term maps, where texts are linked to topics (where appropriate).

It is essential that texts reflect:

- Modern and classic texts
- Fiction and Non Fiction
- Extracts and full novels
- More varied texts are available to support the widening interest shown as children progress: environmental newspapers, magazines, multicultural texts, plays, nonfiction, poetry, CDs, dictionaries, thesaurus etc.

In Key Stage 1 and 2, reading diaries are collected in on Monday mornings then signed by the class teacher, ensuring that the minimum of four reads have taken place the previous week. Should these reads not happen the following course of action should be taken:

- Initially a discussion with the child of why four reads have not happened and where possible the class teacher to remove any obstacles to reading. It is sensible at this stage to have a chat with parents if home is presenting itself as an obstacle.

- If it happens again, the child will need to stay in at a break or lunchtime to ensure their reading is completed. This should be for 20 minutes. At this stage, it is essential that parents be invited in to ensure we move forward positively.
- Sustained problems with reading at home may need SLT involvement and a supportive approach should be taken where obstacles are searched for and removed.

Using the library

Reading is not just about word counts or quizzes but also taking time to sit and peruse through a book that may interest you. For this reason, using the library regularly is incredibly important at Hartwell. In KS1, classes visit the library weekly and are encouraged to look at picture books but also Non Fiction books. Library Guardians are available to help with these sessions, but must be booked in advance with their class teachers. In KS2, library sessions tend to be fortnightly and enable children the chance to choose general interest books.

Children greatly enjoy sharing their book choices during 'Book Show and Tell', which has largely replaced show and tell in many classes.

Class teachers are directly responsible for ensuring the timely return of library books.

All classes display a set of library books in their class that reflects the current topic that is being studied.

Guided Reading

Guided Reading in KS1 and 2

Guided Reading takes place in addition to English lessons throughout the school.

In Class R, there is a whole class reading session taught 4 times per week. One key picture book is used over the course of the week, with one session each focusing on word level, sentence level, inference and recall. The sessions always involve a carpet based activity for the children often with them working in Talk Partners to share their ideas, answer questions, act out feelings shown by the characters etc.

Guided Reading take place in addition to English lessons throughout the school. In key stage 1 Guided reading sessions take place when children have reached the blue

stage of Read Write Inc. For most children this is the end of Year 1/start of Year 2. (Before this, children are all heard individually every week).

These sessions take place at appropriate points throughout the week e.g. assembly time/12.55-1.15 (when KS2 go in after lunch) /continuous provision time. Groups are rotated weekly, i.e. one week a group is heard by the class teacher, next week by the TA.

In Key Stage 2, children are heard to read individually by an adult in school if they are behind their chronological age or if a volunteer hears them read. Teacher led guided reading groups, focus on key skills for reading that are developed in whole class shared reading sessions with targets taken from Symphony grids for each child (see Appendix 2):

- Literal skills (answers can be directly lifted from the text)
- Deductive skills (the text does not directly give the answer but we can work things out from the information given)
- Inferential skills (the text does not directly tell us the answer but we can work things out by considering the hints and clues in the text in light of our own knowledge and experiences)
- Evaluative skills (giving personal opinions, often about whole texts, or successes of author in creating mood, character etc...)

All guided reading sessions are planned on a standard grid (see Appendix 3) and LSA's are given sufficient time to read their texts and plan key questions prior to the guided reading session taking place.

The Structure of a Guided Reading Session

During morning work time, children are directed to carry out a pre-read so that they are familiar with the text prior to the guided reading session commencing.

Step 1: Pre-read

Pre Read - a chance for the children to read the focus text through independently. To ensure that they are reading it and not just staring at the text for 20 minutes give the children one or two discussion questions such as: What was Charlie's relationship with his father like?

How do we know that Mary felt lonely?

How does the author build tension in paragraph 4?

Children could use a post it notes and jot down evidence - sticking the post it on the extract or correct page of the book.

Step 2: Book Introduction

Set a purpose for the reading with reference to learning objectives. Talk about genre/text type. Make connections to prior reading or previous session. Skim over text to gain overview/ identify new vocabulary before reading.

Step 3: Strategy check

Discuss strategies making explicit reference to strategies children will use to help them decode and comprehend what they are reading. Encourage children to explain to each other how they will read new/unfamiliar words. Beginner readers will be prompted to use comprehension skills; skimming, scanning, re-reading; checking for organisational features, etc. Also highlight any difficult vocabulary or choice of words by the author. Older children will require their literal, deductive inferential and evaluative skills developed.

Before reading, we discuss the focus question from earlier. I prepare approx 4-5 questions for discussion beforehand as I have read through the text beforehand.

As I ask the children a question, often I will direct them to a section of the text where they need to read, depending on the length of the text. As they have read it already this takes a short amount of time. I ask children to jot down EVIDENCE on their whiteboards before answering the question. This way I can quickly assess who has found the correct answer without the need of each child answering, after a brief discussion we move on. I may ask why do you think the author used this word instead of that word? If we come to an unfamiliar word we discuss it.

Respond to the text

Allow children time to respond to the text, develop and justify their opinions and explore personal preferences.

When working with fluent readers, the session will not necessarily involve listening to all children read individually. It will become more of a discussion of issues, responses, ideas and opinions that lead and extend pupils through careful questioning, structured activities and reference to the text. Reading for a purpose and pleasure is the key message.

Individual teachers may select times when guided reading sessions may take place during the week. Such successful times are during assembly, during whole class quiet reading or first thing on a Friday whilst the rest of the class are completing independent tasks.

Appendix 1:

Phonics

In Class R, Year 1 and Year 2 phonics is taught daily. (I have taken out the time as Class R do phonics before lunch)

Phonics is taught through the 'Speed Sounds' lessons from the Read Write Inc programme. All KS1/EYFS staff are trained to deliver this programme and each session is structured as follows:

Say the sound: (e.g. ee)

Read the sound: (e.g. ee-what can you see?)

Review the sound: (spot the new sound in the pack).

Read the words: (phonics word cards-e.g. see, three, been, green, seen, sleep).

Review the words: (words from previous lessons).

Reading assessment: (children read a few nonsense words)

Spell with Fred Fingers: (words to spell choose 2-3 e.g. see, three, been, green, seen sleep).

Spell review: (children write 2-3 previously taught words).

As the children read the word cards, they are encouraged to look for '*special friends*', '*Fred Talk*' and finally to *read the word*. As they review the words, speedy reading is preceded with '*Fred in your head*' to build up effective blending skills.

Alongside the structure of the Speed Sounds lesson, Read Write Inc is based on the 3Ps-pace, participation and praise. We believe that these foster positive learning behaviours.

Pace- Signals such as 'my turn, your turn' indicate when the children need to watch their adult and when it is time for them to have a go.

Participation- All children are expected to participate and work together co-operatively.

Praise- Children's efforts are praised using genuine and specific feedback. 'Team cheers' are used to celebrate success.

Assessment and Groupings

Children are grouped according to their sound knowledge from January in Class R. The children are organised into attainment groups across KS1 to ensure that each child is focussing on the set of sounds appropriate to their learning needs. Some groups will contain a mixture of Year 1 and Year 2 children. The children are assessed every half term and class teachers then review these phonic groups during Key Stage meetings.

Where gaps are identified or progress is slower, these children will also receive an extra phonics intervention. A gap analysis is carried out to show where targeted teaching needs to take place in order to support Year 2 children who did not pass the phonics screening check. Particular sounds or blending issues are then addressed on a 1:1/ small group basis.

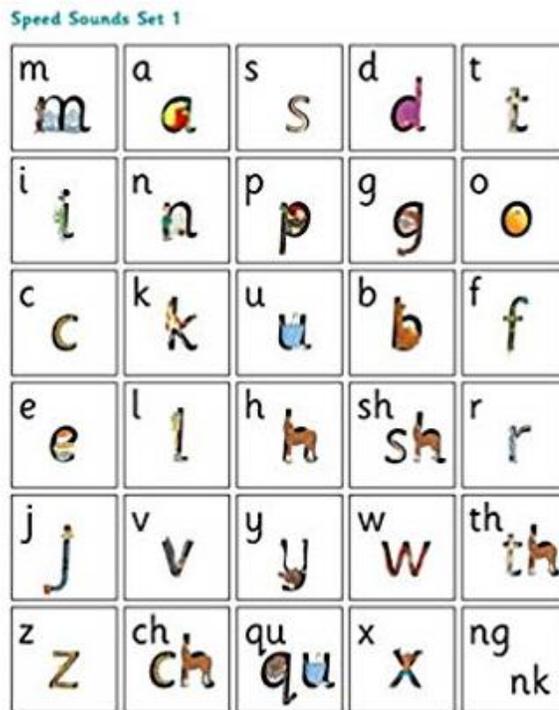
To support the children’s learning and retention of new sounds, flashcards are sent home. These flashcards are designed to consolidate learning and enable rapid recall of sounds. Spellings sent home in Year 1 and Year 2 also reflect the graphemes taught during that week.

Yearly Expectations

Programme of teaching and learning expectations:

Class R

By the end of the autumn term, we aim for most children to have completed **Speed Sounds Set 1**:



By the end of the year, we aim for most children to have completed **Speed Sounds Set 2**.



Class 1

By the end of the autumn term, we aim for most children to have completed **Speed Sounds Set 3**. These include new sounds, but also alternative ways to spell the same sound. For example, 'oy' as in **toy** and 'oi' as in **coin**.

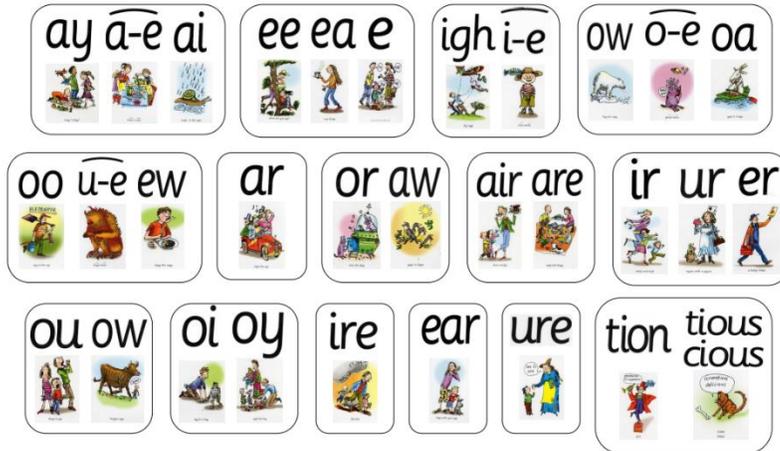


By the end of the spring term, we aim for most children to have completed the **additional sounds**. These are:

- ie**-pie on the tie (fries, cried, tie, pie, lie)
- ue**-blue glue (glue, value, blue, true, argue, statue, rescue)
- oe**-oh! my toe! (toe, tomatoes, dominoes, foe, doe)
- ph**- photo flash! (photograph, dolphin, phonics, trophy, elephant)
- au**- launch the sauce (sauce, launch, autumn, author, autograph)
- y**-smelly jelly (belly, baby, tummy, party)
- wh**-whistling whales whirl (whale, whirl, wheel, when, who)

e-e-Pete and Neve compete (even, delete, these, compete)
tion-attention it's a celebration (congratulations, invitation)

In the summer term, we consolidate the above by studying **spelling patterns** and investigating when to use each sound appropriately.



Class 2

In Class 2, children continue to explore spelling patterns and move onto the Year 2 spelling curriculum (e.g. adding suffixes to a root word). As words with new GPCs are introduced, many previously taught GPCs can be revised at the same time as these words will usually contain them.

Appendix 2:

Symphony Assessment System – English – Reading

Bold = Performance Descriptors which are **NON-NEGOTIABLES** and, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step

Year Group		Year 2 (page 2 of 2) TAFs in orange (WIS) red (DIX) green (DIX)		
Point		13	15	17
Grade		2C	2B	2A
Assessment Milestone	TAFs covered in previous years	Step 1	Step 2	Achieved Y2 <i>Refer to non-statutory guidance for exemplification</i>
READING COMPREHENSION		<ul style="list-style-type: none"> Demonstrates understanding of a wide range of poetry, stories and non-fiction that has been read and listened Demonstrates increasing familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales Can retell an unknown story (unfamiliar before first reading) beginning, middle and end (may only be in simple terms, because of unfamiliarity, but they have the general idea) Can identify key ideas and information Recognises sequences of events in simple texts. Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them Makes simple predictions on what might happen based on what has been read so far Shows an understanding of the meaning of words through discussion and makes links to those already known Can distinguish between fiction and non-fiction texts Can provide verbal explanations linked to own experiences, background information, and vocabulary provided In a familiar book that they can already read accurately and fluently they can check it makes sense Regards reading as a pleasurable activity. 	<ul style="list-style-type: none"> Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently and more challenging books that are listened to, through identification of key aspects of the text, explanation, and active discussion that takes account of what others say Demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales Can locate specific information on a given page in response to a direct question (such as key events, characters names or key information on a non-fiction page) Asks and answers questions appropriately including those based on inferences of what is said / done Shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary Recognises that non-fiction books can be structured in different ways (non-chronological reports, information poster, letter) Checks that the text makes sense, whilst reading, applying phonic knowledge, to correct inaccuracies Regards reading as a pleasurable activity ☺ Has learned and can recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear Recognise simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> Demonstrates understanding of what is read independently, or listened, by drawing on own knowledge, and information and vocabulary provided Recognises and understands the different structures of non-fiction books that have been introduced (i.e. using contents or index pages to locate information in a non-fiction text) Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another Make inferences on the basis of what has been read Makes predictions on the basis of what has been read so far, using a range of clues (e.g. experience of books written by same author, books on a similar theme, title, cover, blurb) Can discuss the characteristics and actions of the characters within a story Constructs meaning whilst reading independently, self-correcting where the sense of the text is lost Can provide simple explanations about events or information for example, why a character acted in a particular way) Can compare similarities and differences between texts/books in terms of characters, settings and themes
END OF YR MASTERY		<ul style="list-style-type: none"> All aspects of reading comprehension of the National Standard are embedded Understanding of age appropriate, challenging texts is demonstrated through the identification of key aspects of fiction and non-fiction; and simple explanations of how and why texts are structured according to their purpose Plausible inferences and predictions based on what has been read, are offered and explained New words are understood through the explanation of their meaning, in context and by making links to known vocabulary Is able to discuss a range of books read during Y2 		

Appendix 3:

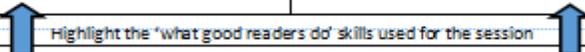
Class R

Weekly Reading Planning

Spring 1: Week 1

	Text:	Focus	Whole class reading	Activities
Monday	Whatever Next	Word Level	Look only at the front cover of the text. Children to discuss with their work partner everything they can see in the image/ what do they think is happening/ who is it in the picture?	Using an enlarged copy of the front cover children to write labels on post it notes and add to Working Wall
Tuesday	Whatever Next	Inference	Using the front cover image again; ask the children where is the bear going? How is he feeling?	Children to discuss their ideas with their work partner and then answer in a full sentence e.g. Baby bear is feeling excited because...
Wednesday	Whatever Next	Sentence level	Read the book up to and including 'Until at last they landed on the moon.' Introduce the idea of hot seating to the children. Place a colander on my head to assume the character of baby bear. Support children by providing one question word at a time e.g. what and encourage children to think of a what question	Children to discuss with their work partners what they would like to find out about what baby bear found on the moon. Children to ask questions using the given question words.
Thursday	Whatever Next	Recall	Provide the children with enlarged copies of images from the story placed in sequential order. Model to the children how I can use the images to help me retell the story. Encourage the use of specific language/ phrases from the text.	Children to use the images and working together re-tell the story of Whatever Next.

Guided Reading Session Plan

Date: 21/11/18		Vocabulary Knowledge: Use root word? Context of the sentence?	Background knowledge: Text to self Text to world Text to text To connect with the text
Group:		Ask questions: Predict, ask questions, I wonder....and then read on to find out:	Visualising: Create a picture of what you've read
Text: Mrs McGinty's Cat Pre /-read pages: p18- p23 what did Mrs McGinty do to show she was really helpful?		Detective time: How do we know that...? Where is the evidence that suggests...? For what reason did...? What does the word/phrase... tell us? What impression do we get about...? What's the meaning of the word...?	Create a GIST Using key VIP words create a headline Use 5 fingers model Breakdown strategies: Re read when confused Make mental pictures and reread What are the key words? Use background knowledge
Symphony Focus/discussion questions Symphony: Refer to evidence gathered from the text On p21 why did gran quickly refuse Percy? What war is mentioned on p21? Why did gran appear worried and tearful? What did we find out about their past holidays and what might have happened before? What might happen next?			
Noted Vocabulary: Elegantly Kippers expedition			
 Highlight the 'what good readers do' skills used for the session			