

Kingsbury Green Primary School

Reading policy

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EMPATHY AGILITY HARDWORK

At Kingsbury Green Primary School, we understand the important role reading plays in the lives of our children and how it can impact other areas of the curriculum. We believe that reading feeds children's imagination and opens doors to a new world for curious, young minds. It is therefore our aim that by the end of their primary education, all children at Kingsbury Green Primary School are able to read fluently and with confidence, in all subjects and be able to read a range of genres.

The Reading policy has been developed to inform staff and parents how we teach Reading. We hope it will enable parents to support their child's learning at home.

Our Vision

Learn to read + Read to learn = A school that reads.

At Kingsbury Green we want our children to:

- Read confidently and fluently and seek to acquire knowledge independently.
- Develop a lifelong enjoyment of reading, taking genuine pleasure from what they read.
- Develop the reading skills they need to access all areas of the curriculum.
- Understand the meaning of what they read and what is read to them.
- Read critically to ascertain what the truth is in a statement so that they may gain a balanced understanding of local, national and international issues.

We consider ourselves a community of readers. Therefore, we expect all staff to model and communicate their love of reading in the following ways:

- By planning regular Story time sessions when everyone in class is listening to a book being read
- Encourage book talk between peers. Ensure time is planned during the week for children to recommend books to their class or speak about the book they are reading.
- Display in the classroom what they themselves are reading to demonstrate an excitement for books.
- Staff to keep updating their knowledge of current children's authors and recent books published
- Reading displays in the classroom to be renewed often to mirror children's interest and show new vocabulary derived from books.
- Reading corners are organised and attractive in order to make it look inviting for children
- Plan class participation in school and national literacy events which promote reading e.g. World Book Day and visits from authors

How does research underpin KGPS approach to reading?

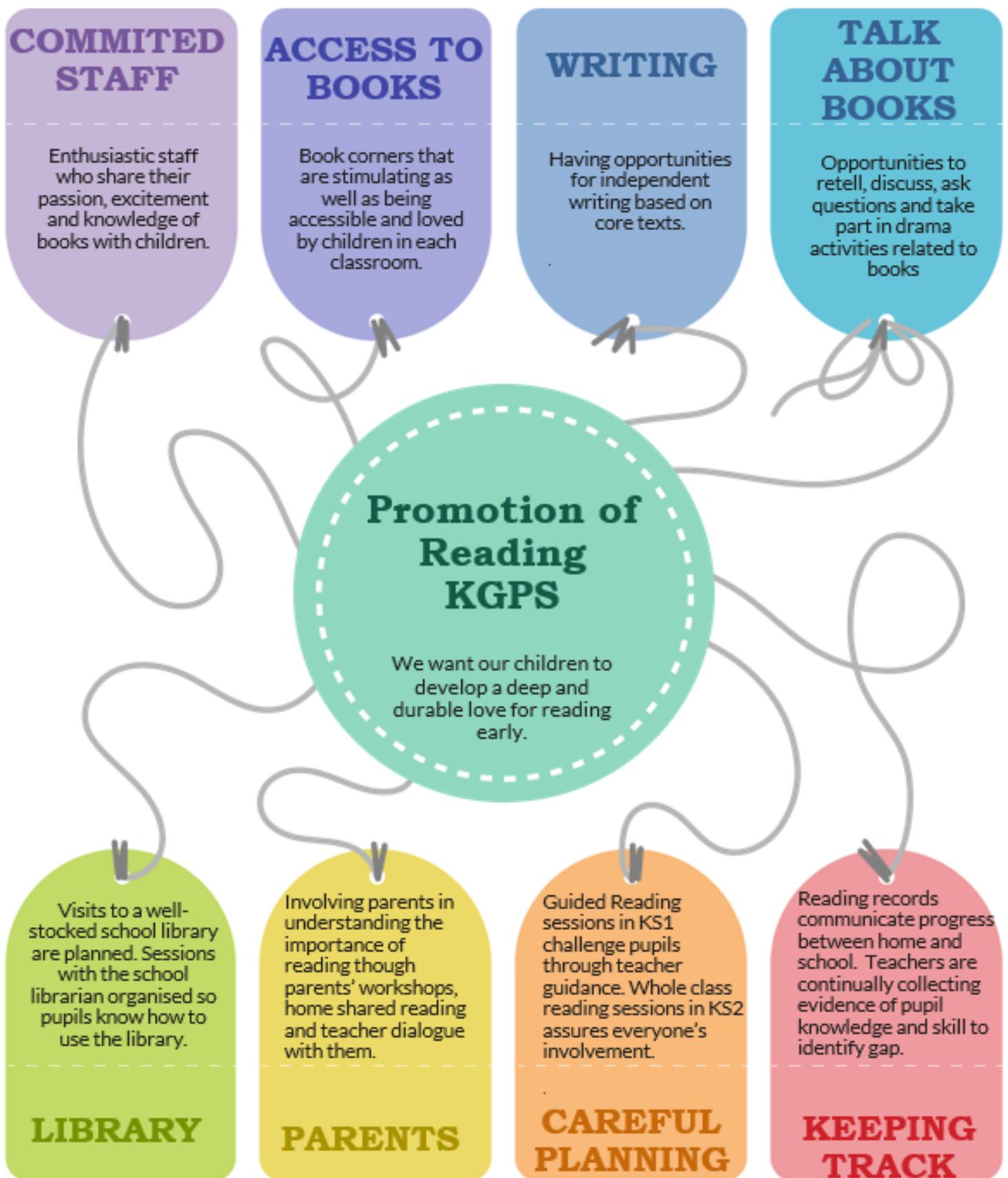
'Fluent readers can read quickly, accurately, and with appropriate stress and intonation. A fluent reading style supports comprehension because pupil limited cognitive resources are freed from focusing on word recognition and can be redirected toward comprehending the text'

Education Endowment Fund research 2017

In KGPS, children are explicitly taught how to read rather than just individual practice. Children, through our reading lessons, are modelled by teachers' fluent reading, which they in turn practice and receive feedback on. To develop effective comprehension of different texts children are encouraged to: re-read passages to reach a suitable level of fluency; predict what might happen as a text is read; generate their own questions about a text and try to make links with what they already know or have come across in other books before.

Research shows the transition from "Learning to Read" to "Reading to Learn" helps children better develop fundamental skills of reading such as predicting, questioning, making inferences, retelling, summarising, and drawing comparisons with other texts because they have already built the fluency to read. In KGPS, reading provision is designed so that early reading sets children up for long-term success as strong readers.

At Kingsbury Primary School, we promote a high standard of reading.



Early Foundation Stage - Reading

A love of reading starts in the Early Years Foundation Stage. We do this by ensuring that reading is a feature inside and outside the classroom. There are a range of ways that reading is promoted in the Early Years:

Key Principles

- Children to grasp the concept that printed text represents the sounds of spoken words
- Children to develop phonemic awareness by learning about sounds (phonemes), syllables and words.
- Children learning sight words. These include high frequency sight words such as 'on', 'I', 'the', 'and', 'is', 'an' and 'be'.
- Reading aloud provide children with a vocal model to help them understand what fluent reading sounds like.

Our approach

- Use of core books to plan for children's interests and class topics.
- Children read to an adult using books that correlate to their phonic ability/ knowledge. Reading records are used to share the responsibility between school and home.
- Well planned, shared reading lessons, which all EYS practitioners are confident to take part in, are a regular feature in the reading journey.
- Opportunities for children to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text and the purpose of punctuation.
- Involvement of parents in understanding the importance of early literacy through parent workshops, modelling during "soft start", newsletters and home shared reading.
- Children have the chance to listen to and join in activities related to a variety of genres, for example, non-fiction, poems, audio stories, rhymes.
- Opportunities to retell and to act out stories using props, story maps, story sacks and role play activities.

Assessment

Children's reading is assessed on regular basis by adults. The two key elements of early reading (word reading and comprehension), are assessed before moving a book band. The children must demonstrate an understanding of text, able to retell a simple story and decode words consistent with their sound knowledge.

Key Stage One - Guided reading

Children in Years Reception to Year 2 take part in daily Guided Reading sessions. Guided reading is taught in small groups with children reading the same colour band. Teachers will teach a different reading skill to each group each week. These skills are based on the teachers' assessment and the children's next steps.

Key principles

- Reading with expression, focusing on punctuation
- Reading for meaning, using clues - retrieving information
- Teaching new vocabulary
- Developing fluency by modelling reading
- Making predictions based on details in the text
- Basic inference related to character's feelings

Our approach

- The books used for Guided Reading sessions are slightly more challenging than the level that the children have for their reading book which they take home. This is to further grow them as readers.
- The class teacher should work with each group at least once a week. The groups are fluid. Children are assessed by teachers on a three weekly rotation.
- Independent activities (those activities carried out when the group is not working with the teacher in a focus group) should be of high quality and have a clear objective to move the children's learning on.
- Children should have a guided reading session and then a follow-up session and three independent activities (which may be unrelated to the text).
- Book changing must happen following a dialogue between the teacher and children about the book at least each week during guided reading session.

Assessment

KS1 children will be assessed by class teachers using PM bench marking books or the teacher will use a running record using a banded book at a child's current reading level. This book must be at a child's instructional level (90-95%) accuracy. This assessment will be at least once a term.

In order to confidently monitor attainment and progress, make accurate comparisons between pupils and groups of pupils and gain formative information to guide teaching and learning, Year 1 and 2 take NFER Reading tests twice in the year. Year 1 spring and summer term reading assessments and year 2 autumn and spring terms assessments consist of two papers, with the second paper per term providing more challenging questions for pupils who can work more independently.

Reading texts are presented in the same booklet as the questions, with the exception of the year 2 spring assessment, which includes a separate reader booklet, to mirror the format of the end of key stage 1 national curriculum assessments.

Key Stage One – Phonic lessons

Key principles

- Blending and decoding using knowledge of sounds.
- Phonics programme teaches children to read accurately and fluently with good comprehension.
- Learning to form each letter, spell correctly, and compose their ideas step-by-step.

Our approach

- Phonics lessons are taught daily at a level appropriate to each child's learning from Reception to year 2 where they learn to recognise and apply the sounds made by individual letters, e.g. m,s,a and by groups of letters e.g. -ay, -ee, -oo.
- We use the Read Write Inc. Scheme which enables our children to practise and develop the ability to segment and blend phoneme / grapheme sounds independently.
- These targeted phonic lessons are taught daily for 30 minutes.
- The children gradually learn to practise and apply their knowledge of sounds through reading a range of carefully written texts and by writing simple sentences.

Assessment

Children are given a statutory phonics test (Phonics Screening check) to assess their single word reading skills at the end of Year 1. This consists of the set 1-3 sounds and includes pseudo (alien) words that require Year 1 children to apply their knowledge of sounds to decode and blend. The children that achieve a working towards (WTS) at the end of Year 1 will continue to receive systematic teaching of phonics to prepare them for a retake.

Key Stage Two – Whole class reading

A whole class reading lesson is planned in KS2. The readiness of the children to move to whole class reading from Guided Reading sessions in Year 3 is assessed in the autumn term by class teachers.

Key principles

- The notion of everyone a reader is promoted through this approach.
- A range of fiction and non-fiction texts are available to the children
- Whole class reading is often interleaved with small group/pair/ individual thinking time
- Teachers plan for a mixture of targeted and volunteered contributions to assess understanding of the texts.
- Whole class reading provides a context for teacher modelling, teaching and applying these reading skills.
- *Comprehension skills develop through pupils' experience of high-quality discussion with the teacher.* The National Curriculum

Our approach

- Discrete reading sessions last no more than 30 minutes, to ensure children remain engaged.
- The teacher selects a high-quality piece of children's literature or non-fiction text.
- The 'WALT' objective for the session is the same for all children.
- The teacher reads the text to the class, modelling fluency, intonation and comprehension and children follow the text with their own copy.
- The teacher uses skilful questioning and discussion to help understanding of the text.
- Questions are focused within the **3 domains of words in context, retrieval questions, and inference**. Pupils identify which domain the question falls into and tackles it with taught methods.
- Strategies during whole class reading include:
 - CTG (Control the Game)** - Enables teacher to have control and maintain the pace through selecting identified targeted children.

AIR task (Accountable Independent Read) Children have an opportunity to independently read a section of the text and answer an open ended question to demonstrate their deeper understanding by finding the evidence (using inference) in the text to justify their answer. This is later revisited at the end of session to check the initial response and correct it.

Clarifying – Children have an opportunity to reread, clear any confusion and build links between texts or within text.

Summarising- Use their own words to explain the gist of the text read using the key vocabulary that supports understanding

Vocabulary Teaching – Implicit and Explicit vocabulary teaching to develop reading words in context.

a. Implicit Vocabulary instruction is teaching of important and useful words during reading to expand students' word knowledge and support text comprehension

b. Explicit Vocabulary instruction is a deep-dive into the meaning and subtle differences of one to two words per day with many opportunities for children to practice. It is a way to understand important and useful words deeply, and model for children how complex, nuanced, and mutable words can be.

o The very few children who are not ready for whole class reading are supported in the following manner:

a. Planned interventions- HLTAs plan and take a group identified to read in a small group.

b. Pre-teaching- If appropriate, teacher will send home a copy of the text a week in advance for the child to read at home

c. SENDCo support- SENDCo will support the SEN Teaching assistant or in-class teaching assistant to scaffold reading lessons or provide an alternative text at the child's ability to access for enabling progress in reading skills.

Assessment

Teacher uses formative assessment to inform planning of future sessions. Once a term, KS2 children complete an NFER Reading test. These materials reflect the style and challenge of the national curriculum tests as well as include questions that appear in a variety of formats to reduce dependency on writing skills. Teachers' then record childrens' marks on the NFER analysis tool which then converts the raw marks into a standardised score. The Question Level Analysis report which gives a more granular breakdown of results by question supports teachers' planning of Reading Reconsidered lessons. The Attainment Comparison report which makes a direct comparison between children' scores on two different reading assessments over a period of time shows who in the class has not made the recommended progress and therefore needs targeted intervention.

Key Stage Two – Accelerated Reader

Accelerated Reader (part of the Renaissance Reading software) encourages and improves reading, measure growth of the individual reader and provides quality reading at all levels.

Key Principles

- Children respond to regular feedback and are motivated to make progress with their reading skills.
- Forms a complete reading practice and assessment result for all children of any abilities.
- *More children and young people who use AR enjoy reading (58.1% vs. 50.9%), more see themselves as readers (69.7% vs. 60.4%), more read regularly at least once a week outside class (77.4% vs. 67.3%) and more say that they have a favourite book (74.8% vs. 64.3%) than do those who do not use the reading tool. National Literacy Trust Report*

Our approach

- o Children complete a STAR Reading test part of the AR programme.
- o From this, the child's Zone of Proximal Development level (ZPD) is calculated.
- o ZPD is the range of books that will challenge a child without causing frustration or loss of motivation.
- o These levels would be adjusted based on the needs of the child and how they perform with the reading quizzes.
- o Once they have finished reading the book, children would take a short quiz on the computer.
- o Passing the quiz is an indication that they have understood the book and can then proceed to take a vocabulary quiz.
- o Teachers, using the quiz results and reports generated by the programme, set goals for Children during LTR time.
- o As soon as children finish their Accelerated Reader book, they can then select another book from the library collection or MyOn (online portal where Children can access thousands of books and news articles).
- o Oxford banded books in KS2 are changed on weekly basis by the class teacher following a dialogue with the child. Children take home a banded book every week based on the assessment by the teacher and AR reports.

Assessment

Teachers assess children's reading ability using the Star Reading Programme. Star Reading Assessments are computer-adaptive. This means the questions vary based on previous responses and adjust the level of difficulty accordingly (in line with the child's

understanding). The advantage of this over many other methods is that every child sits a truly personalised test that accurately measures their knowledge and ability. Within minutes the class can be differentiated and gaps in knowledge identified.

The age standardised score generated converts a child's "raw score" to a standardised score which takes into account the child's age in years and months and gives an indication of how the child is performing against a national sample of children of the same age.

In addition, Star Early Literacy is available for children who are not yet reading independently and who tend to have a reading age of below 7 years. The assessment is an audio and visual diagnostic test designed to identify a child's specific areas of strength and weakness and to determine any difficulties that a child may have in learning to read.

Key Stage Two – Learning to Read sessions and Story time

Key Principles

- To instil lifelong reading habits.
- Research shows that increased reading does lead to increased achievement.
- Adults passionately model the reading attitudes and dispositions of a successful reader.
- *The act of reading aloud to the class from a challenging text supports the development of the children's spoken language comprehension and therefore contribute to their reading comprehension skills.* Education Endowment Fund research

Our approach

- This is the opportunity during school day for pupils to freely read either their AR book, their banded book or a book from their class library.
- Pupils can read out loud in pairs, write book reviews, change their book or recommend a book to their peers.
- Story times are timetabled across the school for 20 minutes, three times a week for each year group.
- In KS1 children listen to the teacher modelling fluency and expression.
- In KS2, teachers choose a class reader based on recommendation from the children and their interests.

Assessment

Teacher uses LTR time to read with children who are working below age expected or are not engaging with their reading at home. Pupils, who need to, complete a reading or vocabulary quiz related to their AR book have the chance to do so during this session. Class teachers monitor record records and ask children questions about the book before they can change their Oxford Owl banded book.

Moderation in Reading

Moderation is used to ensure that teachers are making consistent judgements about standards, so that assessment judgements made for any one pupil are accurate, fair and comparable with those made for all other pupils. Moderation is essential to the integrity of teacher assessment judgements, ensuring that all those accessing assessment can have confidence in the information and use it effectively. Training is provided to support teachers to make accurate judgements. SENCo, English Lead and Phase leaders will read with pupils a book either on their current book band or higher to ensure sound judgements are made e.g. ensuring children are able to decode and identify high frequent words when moving from a yellow book band to green. This also informs progress meetings to support and challenge decisions made.

Reading across the Curriculum

Key Principles

- The more children read, the more they learn, even subconsciously, about the tenets of good writing and strong storytelling.
- Providing children a diverse range of reading experiences in order to build a robust vocabulary
- Reading is seen by children as an essential component in all subjects
- Supporting children to make a transition from "Learning to Read" to "Reading to Learn".

Our approach

- **Reading tasks are incorporated as part of the 'immersion' phase of the writing journey.** This gives children the opportunity to analyse writer's craft and learn how to mirror it.

- Children complete activities that allows them to think about the mechanics behind the story, analyse the structure of a novel's plot, understand the development of its characters, meditate on the effectiveness of the author's prose and place themselves in the shoes of a book reviewer or a critic. This is done through:
 - a. **Tell me Grid** (once pupils are familiar with the story, they will write down what they liked, disliked, similarities and connections they have found with other literature and questions that remain)
 - b. **Summary** (writing the bare bones or completing a story mountain shows pupils have understood the plot of the narrative and can identify the problem and resolution of the story)
 - c. **Zone of Relevance** (working in pairs or independently, pupils decide what words and phrases describe a character and why)
 - d. **Character ratings** (when the main character has gone through a journey of change, pupils rate the character's behaviour at different points in the story)
 - e. **Active Practice questions** (helps develop word knowledge that supports rigorous textual interpretations)
 - When a word would not apply e.g. "Would it be accurate to say that Lady Macbeth is acting like a tyrant in this scene? Explain."
 - To combine multiple new words that are learnt e.g. "Could a tyrant ever be humble?"
 - To narrate the story e.g. "Can a group ever exert tyranny over another group? How?"
- Explain how followers of Macduff in Macbeth made decisions that could seem tyrannical?
 - Develop word context e.g. How is it different to state that Cassius in Julius Caesar is being tyrannical as opposed to, say, bossy?
- f. **Point Evidence and Explain style of responses** (pupils justify their thoughts about the writer's choice of language, a character or the plot of the story by making a point, finding evidence to support their point and then use that to explain their thoughts)
- Planning for Wider Curriculum subjects (History, Geography and RE) also include opportunities for children to practice their reading skills within those contexts. Excerpts from books/ sources/ articles are used within the lessons to assist children's understanding of the topic.

Assessment

Teacher assess children's reading skills in other curricula subjects to see if they are applying what they have learnt from their reading lessons and consider how well children have acquired and learnt Tier 3 vocabulary. In Wider Curriculum subjects, teachers would be assessing children's skills in inferring meaning from the writer, reading between the lines and reading critically with the awareness that the author has their own point of view. Reading in other curriculum subjects allows children to: be exposed to different formality in texts; acquire knowledge through their reading; develop the habit of reading for information and encounter words they would rarely hear or use in everyday speech.