



# Broomwood Primary School



## Reading Policy

### Philosophy

Learning to read is the most important skill children will ever learn and so, quite naturally, it is a priority in our school. Throughout the week all children take part in reading activities at least once each day. We have developed our reading curriculum so that it complements our topic based approach and forms a fundamental part of all learning. At Broomwood Primary we teach children the basic skills of decoding, along with the more advanced skills of inference and comprehension, whilst promoting a life-long love of reading.

### Aims

- For all children to leave Broomwood primary school able to read and understand age appropriate texts.
- For children to develop a life-long love of reading.
- For all children to experience a wide range of books including; popular fiction, classic literature, poetry and non-fiction.
- For children to have access to a wide range of quality texts.
- For the majority of children to meet the expected standard by the time they leave Year 6.
- For children to be able to talk about favourite books and authors.
- For reading to help children develop a greater understanding of the world around them.
- For reading to have a positive impact on children's writing.

### Curriculum Design - Approaches to Teaching Reading

**Phonics** – We teach children to read using synthetic phonics as our main approach. We start with Letters and Sounds, in pre-school and Nursery, to teach phase 1 phonics and then move on to Read Write Inc to teach phases 2, 3, 4, 5 and 6 in KS1. See the Phonics Policy for more information. This scheme directly links with our spelling programme in KS2 .

**Reciprocal Reading** - From our youngest children in Pre-school to our oldest children in Year 6, we follow a similar process based on the reciprocal reading. Reciprocal reading is a process of teaching reading which focuses on understanding the whole text and which should engage all of the children and put the ownership onto them, ultimately making them more reflective readers. It is an approach that we use across the school adapting it to suit the needs of the group. It can be used during intervention sessions, within the guided reading process and also within whole class story sessions. Wherever it is used it follows the 5 step process:

<b>Predict</b>	The children are asked to think about what the text will be about, what might happen next and why?
<b>Read</b>	During this section the children get to read the text independently and make a note of any words they are unfamiliar with or any questions they may have.
<b>Clarify</b>	Once the children have read, they discuss any new vocabulary they have come across. This may be words they haven't heard of before, or words they haven't seen in that context. It is opportunity to discuss new vocabulary and extend their understanding. It could be words, phrases or ideas that puzzle them.
<b>Question</b>	At this point the children can ask questions about their reading, things they want to know more about or things that they have been wondering about. As a teacher you can also ask a range of questions to deepen understanding.
<b>Summarise</b>	Say what you have found out so far, what they know that they didn't know before and where their predictions correct.

## **Reading in the Early Years – Lesson Design**

We strive for all children in the Early Years to develop a love of reading and as such the children get a mix of whole class, group and sometimes individual reading sessions. Primarily, the reading in Early Years is whole class book sharing, sometimes linked to topic and sometimes just for fun. However, book sharing in small groups is also a priority. See Appendix 1 for the long term plans.

### **Group Reading**

The purpose of reading in a small group is to encourage children to be more vocal about what is being read and give them more confidence to join in. The group reading sessions include;

- Book selection – the children are involved in selecting which book to read. They will have a bag of around four favourite books so that they can repeat them and get to know them well. As one book is taken away, the children get to choose a new book to go in the bag.
- Book preparation – establishing what children know about the topic or if they have seen the book before. It is important to give children the background knowledge to help put the book into context.
- Reading – we read to them, pause and let them join in any repeated phrases or rhymes, use a range of voices to help build excitement and we encourage/allow them to talk about each page as we go through the book. Once a book has become familiar to them, encourage them to help to read it and point to the words.
- Book Talk – after reading we talk about favourite parts of the book, parts that made us laugh/sad/scared/happy/worried. We also talk about things we have done that are similar to what we have read.
- Follow up – following our reading session we like to send them off having a go at something linked to the book, this might be making something, role playing part of the story or looking for things. The idea is that the book inspires them in their play.

### **Guided Reading in Reception**

This is a twenty minute session with a small group of similar ability children. The main focus of this session is decoding (using our phonics to read words). The main reading scheme that we use is **Read Write Inc (RWI)**, but we also use Bug Books, PM story starters, poems, homemade books with patterned language and 'real' books that you might have on your bookshelf at home. As a part of these sessions, the followed process is followed;

- Book preparation – as with the shared reading, this involves introducing new vocabulary and setting the scene of the book. This may involve looking at pictures or even watching video clips. Again, the purpose is to put the book into context.
- Speed sounds – a quick re-cap on the RWI sounds they have covered so. In RWI books these are at the front of the book.
- Red and Green words – this is a chance to rehearse some of the words that are in the book. If it is a RWI book they are listed in the book, but if it is a different type, they will need preparing. Red words are the words that cannot be decoded using phonics and are usually high frequency words.
- Reading – the children work in pairs to read the book, with one partner pointing while the other reads. They swap roles every time they start a new page. The idea is that the child pointing to the words acts as the teacher and prompts them praises them with their reading.
- Book Talk – within the RWI books there are questions to talk about but teachers can also generate their own questions and focus on proving how they know by pointing to where it gives you the answer. In this part of the session the children also get a chance to give their opinion on the text and compare it to other things they have read.

### **Reading in Key Stage 1 – Lesson Design**

By the time children reach Key Stage 1 they should have mastered basic phonics and be able to decode simple words. During the morning sessions the children continue to be taught RWI phonics and then they are taught to apply their skills in their reading during the afternoon.

At 1.00 pm - 1.30 pm, 4 days a week, the children across Key Stage 1 are grouped according to ability and focus on reading and comprehension skills at their phonic level. We follow the Read Write Inc (RWI) scheme for reading and as such all children in the group read the same book, with partner work being a very important component of the sessions. The children practice their sounds, blend them to read new words, build up their knowledge of tricky words and develop their comprehension skills. As all of the children work on the same book together the teacher is able to work effectively with children at each stage of their learning.

Within these sessions we put a lot of emphasis on developing new vocabulary and scene setting prior to reading. This contributes to their overall comprehension of the text and so they are able to discuss why things happened as they did and why characters may have responded in certain ways. It is important that children are always encouraged to ask their own questions too.

Each term the children are assessed using the RWI assessment and the groups are revised, allowing children to continue to be taught at the correct level.

Once children have completed the RWI scheme they move on to RWI comprehension and follow a format similar to that in Key Stage 2, ultimately less focus on decoding and a greater emphasis on comprehension. We don't follow a scheme for this but try to choose a variety of books to give the children a broader reading experience.

### KS1 Reading Timetable

This is a flexible timetable that should be done as a class however, if teachers find that there is a big difference in the levels it may be necessary to split them with the teacher leading the yellow sessions.

	Group 1	Group 2
Day 1	Book Preparation and vocab	
Day 2	Speed sounds and red and green words – First read	
Day 3	Second read	
Day 4	Questions to talk about	Sequencing/word check
Day 5	Sequencing/word check	Questions to talk about
Day 6	Assessment focus activity	Choice reading
Day 7	Choice reading	Assessment focus activity

Children who are falling behind need to be targeted through intervention or by using the TA to give them extra support with the decoding, however, it is essential to teach to the top of the class.

Children working on RWI comprehension need to follow the KS2 model, below, but it may be more appropriate to do some of it as a whole class. The resources for this group are the RWI comprehension books (not booklets) and additional texts linked to topics and favourite authors.

### Additional Reading in Key Stage 1

Within literacy sessions the children in KS1 read a range of specially selected books linked to their topics. They read these as a class using the reciprocal reading approach to fully engage with the text. They also interrogate the text as writers looking at ideas and structures that they can use within their own writing, along with lots of drama and creative work to bring the book alive and ultimately inspire them as writers.

Finally, each class has a range of books that they have been allocated as 'class readers'. The purpose of these is to promote the love of reading and expose them to a wealth different literature. These books are to be read to the class, usually at the end of the day.

## Reading in Key Stage 2 – Lesson Design

In KS2 we follow an approach whereby all children in the class are working on the same text but are able to access it in different ways. The books have been selected to give the children a broad reading experience across their time at Broomwood Primary with each one linking to the topics being covered. **See appendix 1 for the long term plans.**

As in KS1, guided reading happens between 1.00 pm and 1.30 pm 4 days a week, but these texts also provide a perfect stimulus for writing within literacy lessons.

### Timetable KS2

For each text that we read with the children we spend a couple of sessions on book preparation. This will focus on giving them the background knowledge to allow them to be able to understand the context of the book. This could be looking at topic related words or giving them subject specific information with regards to history, geography or science. Once they start to read/study the book we follow a weekly timetable that incorporates the reciprocal reading approach.

	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>
Monday	Pre-read	Choice Reading	Follow up	Teacher led
Tuesday	Teacher led	Pre-read	Choice Reading	Follow up
Wednesday	Follow up	Teacher led	Pre-read	Choice Reading
Thursday	Choice Reading	Follow up	Teacher led	Pre-read
Friday	Verbal Reasoning			

\*As the children are all reading the same book you should be able to split them into just four groups. They will be larger groups but this should allow for greater discussion, particularly for the less able.

- Pre-Read**                      During these sessions the children will read a section of the book and will be expected to make note of any words they are unfamiliar with and also any questions they want to ask (**Read**).
  
- Teacher Led**                      The start of this session will be to discuss any questions they have from the pre-read and look up any new words. The children need to keep a record of these (**Clarify & Question**). This session provides an opportunity to ask the deeper questions to ensure children have a good understanding of the text. Bloom’s taxonomy questions are used as a guide (see appendix 2). This may also involve filling in some general/subject specific knowledge to put the reading into context. It is important to make links to SPaG using the idea that you are reading to enjoy it but also to become a better writer. Reading journals can also be used to magpie ideas that can later be used in writing. An assessment focus and LO must be identified for this session.
  
- Follow up**                      During the teacher led session you will need to introduce the follow up activity and this is where you give the children a task to do that gets them to reflect on the book in some way. It is important that over the term you make

sure that all of the AFs are covered. In addition the children need practice at sequencing sentences from the text and identifying specific language structures – the types of questions you would find on a test.

**Choice Reading** This is where we give the children the opportunity to read for pleasure, whether it be their reading book, library book, newspaper, comic or anything from the class library. The children can record this reading in their reading record book and comment on it.

**Verbal Reasoning** CGP books are used for this, it is a chance to go through the tasks as a class and focus on extending their vocabulary and word association/categorisation.

## **Home Reading**

The reading scheme we use for home reading is **Oxford Reading Tree**. We have a range of books from Stage 1 to Stage 16 which children are given to take home and share with parents and carers. These books are matched to their secure reading ability rather than the level they are being taught at, or their age, or year group.

Once children are confident, secure readers they can choose a book from the library as their home reader.

### **Love of Reading**

Developing a life-long love of reading is really important to us at Broomwood and as such we make sure that we give children time to read for pleasure each week but that we also hold special events throughout the years such as Book Week and World Book Day.

We also have a fabulous library, newly refurbished, which is run by a group of Year 6 pupils.

## **Classroom Environment**

Within all classrooms there is a dedicated reading area where the books are organised by author or genre. The children have access to this reading area during reading sessions and do so independently. Therefore, the books within the reading should include familiar books, favourite books and books linked to the topic. It is intended that children develop a knowledge of different authors and so information about favourite, or new, authors, are displayed within this area. In addition classrooms should have materials up to support phonics including; a speed sound chart, RWI speed sounds (EYFS – set 1/set 2, KS1 – set 2/set 3, KS2 – set3), tricky/red words and vocabulary linked to the topic.

## Assessment

(see assessment policy for further details)

### EYFS

Assessment in EYFS is mainly based on observation whether that be child led, adult led, CP or focus tasks. Evidence of book sharing should be evidenced in learning journeys on a regular basis and be annotated with ages and stages of development. See EYFS Assessment Policy.

### KS1 and KS2

**Short term Teacher Assessment** – on a daily/weekly basis teachers annotate planning to show which children have met the expected standard within the session. This is specifically linked to the learning objective for that session.

**Medium Term Teacher assessment** – Target Tracker is used for assessment purposes with the reading teacher clicking statements to show what each child can do. Red for beginning to meet a statement, green for meeting the statement and yellow for mastered it. Evidence from reading across the curriculum can also be used by class teachers. Statements need to be clicked at least every half term. Once statements have been clicked, class teachers use their professional judgement to assign a step.

**Medium Term Tests** – On a half termly basis children sit a reading test. Years 2 and 6 sit end of year SAT tests so that progress towards the end goal can be measured easily. All other year groups do a combination of Rising Stars tests, optional SATs and Pira tests. Results are reported to SMT on a spreadsheet outlining the raw score and standardised score achieved for each child. Percentages are also calculated to show how many children have achieved the expected/greater depth standard each time.

Year 1, 3, 4 and 5 Tests					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Rising Stars Aut 1 test	Pira Autumn test	Pira Spring Test	Pira Summer Test		Optional SATS

**Data Analysis** – SMT analyse data on a half termly basis (termly in EYFS). Children are tracked and actions are given to teachers for them to act on. These are mainly centred around pupil premium children.

## Homework

From Reception to Year 6 children are expected to read every night at home (Mon-Thurs) and have their reading record signed. Older, more able children, can read by themselves and fill in their reading record as long as they reflect on what they have read. It is expected that these children collect new vocabulary in their reading records as they read.

Children in KS1 and KS2 will also have a short reading comprehension set as part of their homework each week. In order to extend children's vocabulary they may also be asked to learn new words or write definitions of words linked to the topic.

## **Accountability**

### **Role of Class Teacher**

- To plan individual lessons on a weekly basis for themselves and their parallel teacher
- To generate a half termly plan based on the Long Term plan provided by the subject lead
- To follow the policy structures when planning lessons
- To mark work on a daily basis
- To adapt planning to suit the needs of the class/group/individual
- To provide resources to support independent learning
- To carry out half termly tests and report data to SLT
- To click statements on Target Tracker, at least every half term.
- To assign a step, each half term, using test data, performance in class and statements to inform judgements
- To attend moderation meetings to re-affirm judgements
- To carry out gap analysis to identify next steps of learning
- To provide evidence of judgements at pupil progress meetings
- To provide evidence of adhering to the policy in performance management
- To respond to feedback from lesson observations, book scrutinise and learning walks

### **Role of Subject Lead**

- To write and review the policy on an annual basis
- To write an action plan and review it each year
- To keep an up to date checklist of resources
- To order appropriate resources
- To keep up to date on developments within the subject nationally
- To provide support and guidance for staff in relation to the teaching and assessment of the subject
- To produce a scheme of work/long term plan showing what needs to be covered when, for each year group
- To ensure that there is curriculum coverage and appropriate pitch and progression across the school
- To monitor teaching and learning annually, through a learning walk and book scrutiny
- To collect data on an annual basis in order to track standards
- To lead staff meetings to in order to help raise standards within the school
- To create meet with the link governor and keep them up to date with standards in the subject
- To write an annual report, for governors, on achievements and standards within the subject
- To demonstrate good/outstanding teaching in your subject in order to lead by example

## **Role of SLT**

- To monitor whole school data on a half termly basis and discuss with the SLT
- To identify areas of need across the school and make suggestions with regards to intervention and support programmes for staff
- To provide materials/advice for intervention groups
- To hold staff accountable for performance data during performance management and pupil progress meetings
- To track the progress of pupil premium children, identifying any gaps in learning and finding ways to address it
- To track the progress of Rec, Year 2 and Year 6 children from their starting points
- To monitor teaching and learning termly – book scrutiny, planning scrutiny, lesson observation, learning walk, discussion with children
- Support subject leads through performance management targets and by giving them opportunities to discuss any issues and give advice
- Lead by example in all areas of the curriculum

## **Role of Governors**

- Meet with co-ordinators to gain a thorough knowledge of the subject; standards, strengths and areas for development
- To have a good understanding of the policy
- To hold subject leads to account by asking challenging questions
- To be involved in some monitoring of teaching and learning each year
- To hold SLT to account in the governors a meetings
- Approve all relevant policies
- Have an understanding about progress and standards across the school

## **E-Safety**

E-safety is the 'Safe and responsible use of technology'. Children will learn about the benefits and risks of using technology. They will be taught what internet use is acceptable and what is not. They will learn how to use the internet safely and what to do if they see something that upsets them. This is important as the internet is an essential elements in 21<sup>st</sup> century life for education, business and social.

Broomwood Primary School is keen to ensure that children always use technology safely and that all children are aware of how to do this. This is taught through lessons, assemblies and E-safety days. Infringements relating to E-safety are taken very seriously and are always investigated (see Computing Policy).

**EQUAL OPPORTUNITIES AND INCLUSION**

The School welcomes and values disabled people taking an active part of school life. Broomwood Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against disabled people and to comply with the Equalities Act 2010.

Broomwood Primary School recognises that disabled people are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions.

Written: February 2018

A. McCarthy

Approved by Governing Body.....

Date.....