

Medlock Primary School



Reading Policy September 2021
Review Date: September 2023

Aims and Expectations

At Medlock Primary School we believe that all children have the right to receive high quality teaching and learning and we will strive to provide this at all times. Quality first teaching is essential for children making progress (physically, socially and emotionally as well as academically) and where appropriate interventions will be put in place to support children's individual needs. Communicating with each other, the children and their parents is crucial to ensuring the same strategies are used and continued in all areas where learning takes place. Well planned lessons and high quality resources coupled with the before mentioned teaching and communication methods are imperative to ensuring children's next steps are built upon and therefore make as much progress as possible.

In all areas of the curriculum promoting oracy is at the heart of our teaching and learning. During all lessons and activities planned, there will be opportunities for children to verbally share their ideas with each other and the whole class / group, ask and answer questions and be encouraged to extend their responses.

We aim for all children to leave Medlock Primary School as confident, fluent and expressive readers who can talk eloquently about what they've read and give their opinions about a range of texts.

Starting Point

For teachers to teach reading effectively they must firstly have a clear understanding of the reading process - the cognitive steps that need to happen and how they intertwine for a child to 'make sense' of a text. With this in mind, all staff are given the relevant training for them to do this effectively, as well as on-going support with sharpening their teaching of reading.

The starting point for all teaching staff is the Scarborough Rope model. Teaching staff must be familiar with this model as it forms the basis of all professional discussions about reading and a child's ability to read.

Phonics and Decoding

The purpose of phonics sessions is for children to learn to be fluent readers, as well as begin to spell words correctly when writing. We follow the scheme "Letters and Sounds" with the freedom for teachers to plan their own activities if something else works for their class' needs. This still needs to be in keeping with the lesson structure which Letters and Sounds sets out which is:

- Revisit - Revisit previously taught sounds, tricky words and high frequency words. (No more than 5 minutes)
- Teach - Teach the new sound specified in the Letters and Sounds planning (found in the English folder in Teacher Shared), teach its pronunciation and any spelling rules. (Around 5 minutes)
- Practice - Children practice saying, reading and writing the sound. (Around 5 minutes)

- Apply - Children complete an activity where they independently (teacher to step in if appropriate) apply what they've learnt in the lesson. (Around 5-10 minutes).

Daily phonics lessons (lasting around 20 minutes) will take place in the following year groups:

Nursery: Phase 1, moving children on to Phase 2 when they're ready.

Reception: Phases 2 and 3 and moving the children onto Phase 4 when they're ready.

Year 1: Phases 4 and 5 and moving children on to spelling and grammar lessons when they're ready. Some children will need additional interventions if they are not completely secure at Phases 2 and 3 in Year 1.

Year 2: Depending on the cohort of children, they may start the year with a recap of the phonics phases before moving on to spelling and grammar lessons. Even if teachers feel their class is secure up to and including Phase 5, they may recap previous phases with a focus on applying the sounds correctly when writing.

The children will be taught in streamed groups based on their ability by teachers and teaching assistants (staff will be deployed to groups based on their teaching experience and strengths) but once a week class teachers will teach a group which isn't their usual group, to ensure they keep abreast of the progress all of their children are making. Regular opportunities for team teaching or peer observations are also built in to sharpen and develop the teaching of phonics across all those responsible.

When More is Needed

In Years 2-6, interventions will be put in place for children who aren't working at the age expected level for decoding. This will start with repeating the phonics phases in smaller, more focused groups and then going on to alternative programmes to phonics when this is deemed necessary, such as a high frequency word sight reading programme, Toe By Toe etc. It is the teacher's responsibility to find out which interventions children have had in previous years to ensure that interventions aren't repeated and that individual children's needs are being catered for. Interventions may be run and resourced by teaching assistants or additional teachers but they remain the responsibility of the class teacher throughout.

Guided Reading

Guided reading enables the teacher to focus on small groups of children with similar barriers, targeting specific areas matched to the children's next steps. The focus of the sessions fall into 2 sections - Language Comprehension and Word Recognition (all strands of which are made clear on the Scarborough Reading Rope Infogram - Appendix 1).

Guided reading in small groups will happen in the following years:

- **Nursery** - A small group, focusing on how to handle a book and beginning to talk about it when the children are ready. This might be as a planned session or in response to an in the moment interaction.

- **Reception** - All children to receive one adult led guided reading session a week and at least one adult-led one to one reading session per week.
- **Key Stage 1** - All children receive at least two adult-led guided reading sessions a week with follow up comprehension work (independent where appropriate) and independent reading activities. They should also receive at least one adult-led one to one reading session per week.
- **Key Stage 2** - All children receive at least one adult-led guided reading sessions a week with follow up independent comprehension work and independent reading activities. They should also receive at least one adult-led one to one reading session per week.

In **Nursery**, the session should be entirely made up of adult modelling and questioning followed by group discussion and or a linked experience.

In **Reception to Year 2** the following model should be used (in groups no larger than 6):

1. The Adult goes through new words with the whole group (either tricky words or new vocabulary) with pictures or objects to support.
2. Adult goes through the front and back covers with the whole group discussing what can be seen, the features, making predictions and some links to retrieval and inference skills created.
3. The adult goes through the learning intention and the questions they'll ask the children at the end. The group discusses / revises the strategies which can be used if they come across a word they are unsure of.
4. Children read independently. As they are reading they write down any words they come across which they're unsure of (meaning, pronunciation etc.). Whilst children are reading, the adult moves around and listens to each child individually, remodeling any misconceptions and giving them their next steps.
5. An extension needs to be planned for when children have finished reading independently (although children are grouped in similar bands, some may finish faster than others). This needs to support the teacher in knowing that each child accessed / understood the text but should not require marking although immediate verbal feedback could be used / be appropriate.
6. Once the adult has heard all children read, the group comes back together to discuss the learning objective and questions shared earlier, as well as any misconceptions and new words picked up during the individual reading time.
7. Time is built in to review, reflect and set future learning intentions.

We expect a high level of adult to pupil and pupil to pupil interactions / discussions throughout the session in any year group.

In **Year 3 to Year 6** the following model should be used (in groups no larger than 6):

1. The adult introduces new and unfamiliar vocabulary that the children are to meet in the text which will support children's understanding. Prop objects, pictures or example sentences (age and stage to inform which are used) are to be used in the development of vocabulary. (Throughout the session teachers will

continue to provide opportunities for children to investigate and clarify unfamiliar vocabulary)

2. In the case of a new text, children are asked to make predictions and inferences based on cover, picture etc. Where the children have encountered sections of the text in previous lessons, they should be asked to retrieve, clarify and or summarise 'the story so far' and then predict based on events told as well as story conventions.
3. The adult goes through the learning intention and the questions they'll ask the children at the end. The group discusses / revises the strategies which can be used to gain further meaning from the text. For example, word meaning, retrieval, inference etc
4. Children read independently. As they are reading children write down words they particularly need clarifying (meaning, pronunciation etc.) and any puzzles/ questions and initial responses that they have. Whilst children are reading, the adult moves around and listens to each child individually, remodeling any misconceptions and giving them their next steps. In Key Stage 2, where reading fluency is secure, teachers will use their professional judgement as to the balance between extended dialogue to develop comprehension and the need to spend time securing reading fluency or specific issues with decoding. However, for these secure readers it is important that they still heard reading on a regular basis.
5. An extension needs to be planned, this could be a continuation of the puzzles and responses etc, for when children have finished reading independently (although children are grouped in similar bands, some may finish faster than others). This will also support the teacher to know that each child accessed / understood the text but should not require marking although immediate verbal feedback could be used / be appropriate.
6. Once the adult has heard targeted children read or asked individualised assessment questions, the group comes back together to discuss the learning intention and questions shared earlier, as well as any misconceptions, independent responses and new words picked up during the individual reading time.
7. Time is built in to review, reflect and set future learning intentions.

Whole Class Shared Reading.

The purpose of whole class reading (within the English lesson or as part of wider thematic work) is to further guide and support the children's comprehension skills, support them in becoming increasingly expressive and fluent readers as well as developing their work ethic with reading within a larger group. When planning for a shared reading opportunity, the teacher will pitch the text above the majority of those in the class as the expectation is that the teacher will be modelling the reading process to the whole class, as an expert reader, providing a high level of support and instruction. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading/comprehension strategies, oral response and high levels of collaboration. The texts selected are quality texts which reflect the programmes of study and link often with our wider thematic curriculum. The deeper reading within a shared read should support and develop the end point writing (see writing policy for more guidance).

One to One Reading.

One to One reading should be carried out in all years from **Reception to Year 6**. In Nursery this should commence when a child is ready.

One to one reading is an opportunity for the precision teaching of reading, enabling teachers to assess children's individual needs and give them targeted next steps. Regular one to one reading also supports building reading stamina. One to one reading time should be prioritised first thing in the morning.

In years **Reception to year 2**, all children should be heard to read one to one at least twice weekly. Specific target children should be heard more often where teacher assessment identifies the need. Every effort should be made to support parents and carers to read one to one with their pupils daily. Teachers should maintain records of one to one reading to ensure all pupils access.

In **years 3 to 6**, all children should be heard to read weekly one to one. Where teachers identify children will benefit from additional one to one reading sessions they should ensure this is carried out. Teachers should maintain records of one to one reading to ensure all pupils access.

Where one to one reading sessions are delivered by staff other than the teacher it is still the responsibility of the teacher to ensure sessions are of a high standard and that the children are accessing a book at the correct level.

Promoting Reading for Pleasure - Making Children Value Reading and Love Books.

Reading for pleasure should be an explicit whole school aspect of the reading curriculum at Medlock in order for our pupils to see the value of reading. At the heart of this the pupils need to see the staff at all levels as readers in order to promote a lifelong love of reading. Aspects need to be clear within our school environment and our approaches to reading beyond English and Guided Reading lessons.

Story Time / Class Novel.

The purpose of a story time / class novel is to provide a platform in which children can immerse themselves in a story. In this way, they are provided with greater drive to engage with their own reading. Secondary to this, it's an opportunity for them to hear high quality, fluent reading from an expressive reader. As they are not being asked to decode themselves, they can be exposed to high level complex vocabulary in a non-threatening context. It can also provide another opportunity for children to work on their comprehension skills in a less pressurised context, purely through discussion. Such discussions also support the development of oracy and hearing and using a wider variety of academic language.

Story time / Class Novel should take place in all years from Nursery to Year 6 and last at least 15 minutes.

School Environment

The school environment needs to reflect our drive on reading and promote reading for pleasure. This needs to go beyond what we offer in our reading corners but how we promote and show a love of books in our classrooms; in the corridors; the outside environment and in all assemblies. As well as how we support the children to make links between books (both fiction and non-fiction) and the wider curriculum.

The single most important factor in shaping the school environment is how the adults engage with books and promote reading. All adults should speak about books and stories with enthusiasm, continually promoting books and creating a culture of books being 'high value' items that the children want to have access to. This should not only be in relation to the content of the books but adults should consistently model how to handle and store books whilst holding children to account for their own treatment of 'precious resources' that are 'for all to share'.

Reading Corners.

The purpose of a reading corner/or space is to allow the children to have a safe, secure and quiet space where they can read purely for pleasure and feel that they can read alone or with friends, without an adult being present. A place where it is absolutely evident to all that reading is valued and celebrated. Each class from Nursery to Year 6 should have a space that is inviting and comfortable. The following should be in each:

- A range of texts (different genres and for differing abilities). Books should be displayed in an inviting manner with consideration to how texts are grouped - genre, author etc. Non-fiction books particularly should be forward facing so the children can see the covers not just the spines.
- Questions and key words. This should be a mix of key words and questions relating to the class' theme - changed each half term - with key words and questions which link to the reading domains. The latter could be the same all year but presented in a different way each term to maintain the children's interest in them. The purpose of the questions is to promote talk about the books and to guide children's thinking and interests in reading.
- An adult's recommendation (promoted through enthusiastic discussion) that the adults in class are currently reading and or books that they love / remember. This should include reference and non-fiction book(s).
- A class 'book review' book that contains suggestions and responses to books alongside other peer to peer methods of book suggestions, children are explicitly encouraged to use this.
- Photographs of the children reading and any 'post it' note comments about the class novel, books they are reading in English or Guided Reading links that children have made between books/themes within books.
- 'Recommended' posters, Top Ten Lists etc - 10 must reads for your year group. These need to be promoted through discussion also.
- AR celebration - highlighting children meeting reading targets/ millionaires/ showing positive reading attitudes etc.

Classrooms beyond the Reading Corner

Classrooms need to be a purposeful 'text rich' environment in order to support all the pupils to value and see the importance of reading. This should include:

- Having a range of texts (fiction and non-fiction) linked to wider areas of the year group's curriculum.
- Key vocabulary with definitions (where applicable) clearly displayed for all curriculum areas as well as 'wow' words brought to learning by the children.
- Front covers of books you have read as a class displayed (reading rivers/ reading webs/ reading maps).
- Anything else that the teachers feel promotes reading and the valuing of books.

Shared spaces

Shared spaces around school should also show a love of reading and the importance of a language and text rich environment. This should include:

- Reading maps - where class novels/ English book studies are set or where the authors are from. This can also include maps of fantasy realms.
- Teachers / school leaders as readers - what teaching staff are reading.
- Parental engagement - books parents love and are reading, pictures / text etc.

Promoting Books

Adults at all levels should seek every opportunity to involve children in discussions about books and reading. These conversations should be built into everyday practice and be both formal and informal. Strategies should include:

- The use of seesaw to promote books that you think the children would like to read.
- Adults sharing what they are reading / being 'caught' reading.
- Teaching staff demonstrating their enthusiasm about literature and encouraging enthusiasm in their classes about children's literature. This should include having a knowledge of their children's tastes and preferences and be able to match books to them.
- Where children enthuse about a book, adults should make the effort to read it in order to discuss and demonstrate the children's opinions are valid.
- Making story time a highlight of the day - consider the setting and how it is made special at these times. This could include certain routines or rituals to make that the special time has arrived like specific costumes, props, lighting etc.
- Ambassadors of reading / school librarians for AR space who are available to offer knowledge / recommend books to other children and staff.

Communication and support for parents.

It is essential that all parents and carers are kept informed of all of the learning linked to reading which their child is exposed to in school. This will be done formally during the two parents meetings each year and through the end of year report. Less formally, workshops are run throughout the school year for parents to attend so they can see first hand how reading is taught in school and how they can support their child at home. In addition to this, Reception and Year 1 should run a workshop to focus on how phonics is taught, Years 2 and 6 should run a workshop around March/April to go through what reading looks like during the SATs tests and Year 1 should run a workshop about the phonics screening around April/ May time.

To ensure full engagement, workshops should be run at times that ensure working parents are able to access them.

Each class (Nursery when the children are ready) from Reception to Year 6 should send home a reading record along with the books the children are reading for parents to sign when they've read the book. Parents should be encouraged to write a comment about how their child reads but this is not imperative as a parent's own literacy skills need to be taken into consideration - something as simple as a smiley face or even the child signing the record themselves is sufficient. Where appropriate, notes to parents about specific reading targets can be communicated via the reading record.

Books sent home.

Each child from **Nursery to Year 2** should be sent home with a free choice library book. **This is in addition to their reading book which is matched to their reading band.** The library book may not match their phonics level / decoding ability but they will have picked it themselves and the purpose is to promote reading for pleasure; to allow children to experience texts which may not be covered during lessons and to provide a sharing book to enjoy with their family. The library books will be clearly labelled so parents, children and staff know that it is a book for families to enjoy together, not their reading book. Children should be given the opportunity to change their free choice library books at least once a week. Children in **Years 3-6** should be given the choice of taking a library book as well as their AR book.

Children from **Reception** up to children reading **purple** books (usually the end of Year 1/ beginning of Year 2 but this may differ from child to child) should be sent home with a banded book which matches their phonics/ decoding level. Once children reach purple banded books, class teachers make the decision whether it's appropriate to move them on to the AR (Accelerated Reader) system. It is the **teacher's responsibility** to ensure that children are given opportunities to change their banded/ AR books regularly and that they're moved up a level when appropriate as well as checking that children are reading regularly and that the book provides appropriate challenge. For any individuals in KS2 who still require a banded book to support with decoding, the class teacher may make the decision to also put them on the AR system for inclusion purposes.

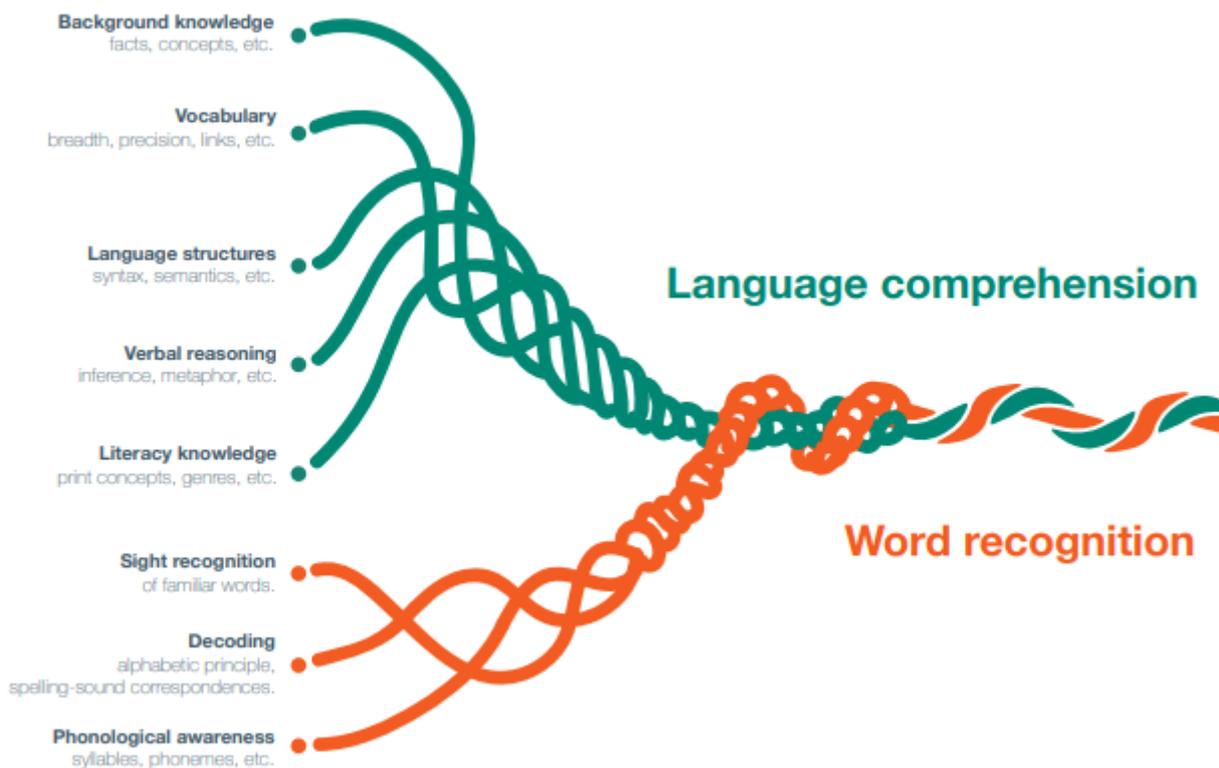
AR Books.

Children should complete a star reader test once a half term to give them a ZPD (Zone of Proximal Development). This will give the children a range of books which they can choose from. Teachers have the freedom to half the range so the children feel that they are making progress within each half term, for example if a child had a ZPD of 1.1-1.8 for autumn 1, the class teacher may wish to put the child on 1.1-1.4 for the few weeks of autumn 1 and then 1.4-1.8 for the last few weeks of autumn 1. Children do have the freedom to select books lower than their ZPD if it is a book they love and wish to re-read but pupil choices should be carefully monitored by teachers to ensure that they are challenging themselves enough to make progress. Teachers should also help to guide children and make suggestions to widen children's diet of book choices. Children should be given their AR login details so that they can complete the online

tests after reading each book and, if possible, time should be given in school to complete them too.

The Scarborough Rope - The Many Strands of Reading (Scarborough 2001)

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷



This model compares skilled reading to a rope, which consists of many different strands that are essential for the rope (skilled reading) to come together.

Language Comprehension:

- **Background Knowledge** -This refers to the knowledge a reader already has about the information being read which needs to be applied in order to make sense of this new information. The knowledge about the world which children possess is, it seems, fairly crucial to them reading effectively.
- **Vocabulary** – This refers to the breadth of a reader’s vocabulary. Obviously the more words a reader knows in a text, the more fluent his/her reading of that text is likely to be.
- **Language Structures** – A reader needs at least an implicit understanding of how language is structured, that is, grammar. The debate has been about whether that knowledge needs to be explicit. Most children (and adults) sense when a sentence is not grammatically correct without being able to explain what the problem is.
- **Verbal Reasoning** – Readers need to be able to make inferences and construct meanings from the text: that is, they need to be able to THINK logically about what they read in they are to understand it, and its implications.
- **Literacy Knowledge** – Understanding the concepts of print such as reading from left to right and top to bottom, how to hold a book, and that full stops complete one sentence (unit of meaning) before the text moves on. These things do not work in the same way in other languages, so they probably need to be taught somehow to English-speaking (and reading) children.

Word Recognition:

- **Phonological Awareness** – This refers to the awareness a reader has of the sound systems in language, including knowledge of syllables, and sentence intonation (a rise in voice when asking a question, for example). Knowledge and experience of rhymes seems especially important in developing this

awareness.

- **Decoding**– This includes an understanding of the alphabetic principle - a letter of the alphabet represents a sound and that these letters/sounds can be blended together to make words. This is somewhat trickier in English than in some other languages. English has about 44 sounds (phonemes) but only 26 letters in the alphabet. Thus the relationship between letters and sounds cannot be one to one.
- **Sight Recognition** – Some words are recognised when reading without the reader needing to decode them: you just know them. Research tells us that, in fact, most adult reading is like this. It is quite rare for us to have to read words we have never seen before, and thus do not know. Children need to build up their repertoires of sight words and the more they can read by sight, the more efficient their reading becomes.

These “strands” all work together to enable skilled reading. The strands develop over time and with more teaching and experience. The “Word Recognition” strands become more and more automatic with practice. Fluent readers will simply not be aware of these things happening – unless they encounter a problem.

In the case of the “Language Comprehension” strands, there will be a movement towards becoming more strategic in their use. Readers will become more aware of what they are doing and more in control of it. Of course, the development of comprehension is not time-limited. We all become better, more efficient and more subtle readers as we get older, more experienced, and meet more complex texts.