

# Lyppard Grange Primary School

## Reading Policy

### **Rationale**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (National Curriculum 2014)

At Lyppard Grange Primary School we firmly believe in these values and so place English at the heart of our curriculum. We strive to offer children a high-quality, English-rich learning environment, which will enable children to develop the skills they need to become life-long learners, readers and communicators, thus empowering them to be secure, engaged and equipped for life. Our vision is that we want children to leave our school being able to read fluently, with understanding, confidence and enjoyment, and become enthusiastic and critical readers of a wide range of texts, including stories, poetry and drama as well as non-fiction and mixed-media texts.

### **INTENT**

#### **At LGPS we want children to:**

- Develop a positive attitude towards books and reading
- Learn phonemic awareness and knowledge as well as word recognition and graphic knowledge
- Share in a variety of texts, including fiction, non-fiction and poetry and understand their structures
- Learn the skills of skimming, scanning and note taking to retrieve information from a variety of sources and to be able to summarise that information
- Develop as readers by reading texts of increasing complexity with more independence
- Learn to interrogate and respond to texts to form judgements about the relevance of the material
- Be able to read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Learn how to appreciate our rich and varied literary heritage
- Elaborate and explain clearly their understanding and ideas and justify their viewpoints
- Use and develop a range of learning values: independence, communication, perseverance, curiosity, teamwork, courage and adaptability by offering breadth and variety in their learning opportunities

### **Principles of Teaching and Learning**

We strive to:

- Build children's confidence and self-esteem
- Develop children's independence
- Allow all children to experience regular success
- Provide children with a rich bank of resources and example texts to explore and learn from
- Contextualise grammar and spelling concepts through use of high quality texts
- Encourage children to independently select resources to help them
- Challenge children of all abilities
- Encourage children to enjoy reading
- Develop a child's understanding of grammatical terminology through use of existing texts
- Give children opportunities to learn from teachers, peers and their own mistakes through regular discussions

## IMPLEMENTATION

### Curriculum design

#### **Long term planning**

The National Curriculum for English 2014 and Early Years Foundation Stage guidance provide the long-term planning for English taught across the school. These objectives have been amended to reflect our own expectations for reading at Lyppard Grange and are detailed on our tracking system, Insight.

#### **Medium term planning**

Before beginning a new theme of work, teachers create a detailed medium-term plan which details all of the whole class reading opportunities that will be provided across the unit. These may be adapted slightly as a theme progresses in line with the needs and abilities of the children. This is then reflected through additional notes added to the medium-term plan. Wherever possible, all themes are based around or inspired by a high-quality text, which is shared with the class throughout the theme. However, if a quality text cannot be sourced for a specific theme, then a different quality text is chosen which may not match the theme, but will provide the appropriate reading diet.

#### **Short term planning**

Specific lessons for each week are detailed on weekly timetables. Flipchart pages and Power Points are then used in place of lesson plans and these are detailed enough that anyone should be able to pick them up and teach from them.

#### **Lesson design**

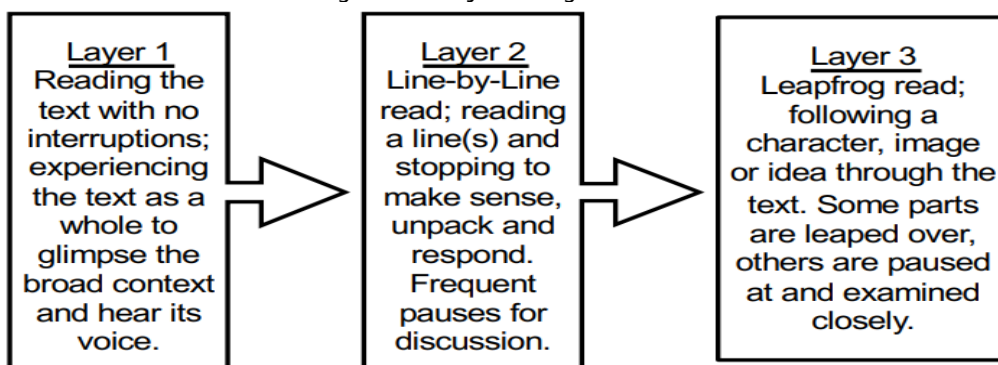
Each class teacher is responsible for the reading in their class, in consultation with and with guidance from the English subject leader. Children are taught reading skills in a variety of ways and are given many opportunities to read throughout the day, including choral reading to build fluency. Responses to reading are recorded by the class TA and by the children in their reading books.

### **EYFS**

Reading in the Foundation Stage follows Early Years Foundation Stage Framework and aims to teach basic skills which will be built upon in later years. Learning comes under the two areas of Literacy, and Communication and Language. Within these areas are the Early Learning Goals (ELG) of comprehension, word reading and writing, and listening, attention, understanding and speaking. Phonics sessions happen daily as soon as children are full-time in Early Years and last for 30 minutes. Weekly teacher-led guided reading activities teach children specific skills in small groups and in addition, areas of continuous provision within the classroom support reading. Children are able to access these throughout the day to practise and develop skills which have been taught. Children read at least once a week with an adult on a 1:1 basis.

### **KS1 and KS2**

**Whole Class Reading:** In the first half of autumn term in Year 2, reading takes the form of guided reading. Adults read with ability groups, whilst the other children are engaged in purposeful reading activities. They then move to whole class reading in the second half of autumn term. Years 3-6 spend on average, 2.5 hours per week on reading, which usually takes the form of dedicated whole class reading sessions, following a set structure, as detailed below:



Each unit begins with reading for understanding, where texts are displayed on the board and read through as a class. Children are not passively listening during these sessions, but rather are 'active' the whole time, asking lots of questions to deepen their understanding of the text. Appropriate questions will be modelled to ensure this happens. Adults also model appropriate expression, intonation and fluency when reading aloud. The next stage is line by line reading, where texts are

once more displayed on the board, but this time line by line/a section at a time. Sessions are all carefully planned against reading objectives to allow teachers to ask searching questions related to the lesson focus which will further children's understanding. The text is revealed a section at a time, read through and a question asked, which may then lead to subsequent questions. Choral reading will be used at this stage, with the whole class, groups or individuals reading sections of the text out loud with appropriate expression, intonation and fluency. The third read through is known as leapfrog reading, where the focus is on the specific objective you want children to achieve, following a character, image, idea or language structure through the text. Some parts are leapt over and others are paused at and examined more closely. This is often linked to the follow-up activity and provides an opportunity to model the task. Texts used within whole class reading sessions are chosen based on age, stage and objectives and are often, but not always, linked to the theme being covered. Year 2 also continue to provide a phonics input at the start of their SPAG sessions.

**Guided Reading:** In Year 1, reading takes the form of daily 20-minute guided reading sessions, where the teacher reads with one group per day, while the rest of the class are engaged in continuous provision. Groups are differentiated by ability. They also have a daily phonics session, lasting 20-minutes. Reading activities are provided as part of continuous provision. Elements of whole class reading are introduced as the year progresses.

**Shared Reading:** This is usually a whole class activity which is carried out when appropriate to the theme. Teachers select or write a text relating to their theme and share it with the class, who then undertake activities to explore it in more detail. Using the principles of Talk for Writing, children are immersed in the text type to enable them to internalise the patterns and help them to write their own. This can include (but is not limited to) putting actions to the text, looking at the features of the text type and the layout, answering comprehension questions, exploring characters and settings and identifying language patterns, however some of these activities may take place within whole class reading sessions.

**Reading Journals:** All children are issued with a reading journal. This should be filled in daily as a running record of reading habits out of school. Free readers (who choose their own books) should fill it in themselves. For scheme/transitional readers the adult who has listened to them read should sign and write a comment. The journal should be brought into school every day, allowing teachers/TAs to keep a record of reading and record their own comments, where appropriate. Journals all have guidance for parents/carers about reading at home and this, along with the format, has been adapted according to the year group.

**Reading Progression:** All children start out as scheme readers on our Collins Big Cat scheme which is closely matched to children's developing phonic skills. They progress upwards through the bands in a linear fashion, moving on to the next set once the sounds covered in that set have been taught (see separate Phonics Planning document). Children do not need to have read all books linked to a sound in order to move on to the next set; they move on once the next sounds have been taught. If children are struggling, additional reading/phonic interventions are put in place for them. There are record sheets for each band which detail all of the books within that level, to enable a detailed record to be kept for each child. In addition to scheme books, children will also take home a free choice book. The expectation is that this will be read to them, as there will be sounds that they are as yet unfamiliar with.

Once children have finished the Collins Big Cat reading scheme at the end of Year 2, they are ready to become a *Reading Explorer*. If a child is not yet ready to progress beyond scheme books, there is a wide range of additional scheme readers available to support them and additional reading interventions will be put in place to enable them to reach age-related standards. At the *Reading Explorer* stage they have more freedom to choose their own texts from within the next tier of the reading scheme (from a selection provided in their classrooms). Teachers will offer guidance as to the correct level to select from. This ensures a more managed transition from scheme reader to free reader. Once teachers are confident in a child's reading ability, they will move them onto becoming a free reader. Children are then able to choose their own texts from the bookshelves or provide their own book from home. A selection of books in every year group are still banded to give children added confidence when selecting texts. Free readers complete their own reading record sheet to allow their reading diet to be monitored. Adults can then offer further guidance if children need it to ensure they are being appropriately challenged and discovering books which they enjoy.

**Class Book:** We endeavour to make time to share a story with the children on a daily basis, even if only for 5 minutes. Teachers choose an appropriate text, which, depending on length, is then shared with the class over a number of sessions. Sometimes these texts are linked into current themes. Time is also taken to discuss the themes, characters and language within the text to further develop children's comprehension skills.

**Words of the Week:** At Lyppard Grange we believe that it is vital to develop both children's word depth and their word breadth. We explicitly teach them new vocabulary and have developed a culture where children are not afraid to ask what

an unfamiliar word means. Each classroom has a display of new vocabulary (termed 'words of the week') where a selection of new words encountered over the previous weeks, or ones which are likely to come up as part of theme work, are defined and used in a sentence. These are updated regularly and children are encouraged to use them within their written work too.

### **Additional opportunities for reading**

Through our creative curriculum approach, we also seek to create further opportunities to use and apply reading skills across all subject areas, providing children with a rich range of reading opportunities. Teachers use choral reading in a variety of lessons, to ensure children continue to rehearse their fluency and expression. Parents/carers come in regularly to listen to readers across all year groups. In addition, we celebrate World Book Day each year and use it as an opportunity to highlight the importance of and enjoyment which can be gained from reading.

### **Pupil support and differentiation**

As long as they are able to access the content of the text, all children take part in the whole class reading sessions, with questions being adapted to encourage responses from all children. Through this discussion and careful questioning, all children should be able to access shared texts and any children who need additional support work with teachers or TAs as necessary. Independent reading tasks are differentiated to cater for the differing abilities within a class. Any children who are not yet reading at an age-related level have additional practice, reading at least twice per week with an adult.

### **Special Educational Needs and Disabilities**

Children with SEND are taught within the daily English lessons and are able to take part at their level through appropriate activities and resources and the support of a teaching assistant/teacher.

Where applicable, children's Personal Learning Plans (PLPs) incorporate suitable objectives to help develop their reading skills. Intervention Groups will take place in individual classes and year groups, in order to give further support to children working below national expectations. Phonics interventions are run for children who have not yet passed the phonics screening check and for any children who have an additional phonic or spelling need.

### **Gifted and Talented**

Within the daily English teaching teachers provide activities to support and challenge children who are Gifted and Talented in reading. They are taught within the daily English lessons and are able to take part at their level through the use of appropriately challenging activities and resources which the teacher plans into the daily English teaching.

## **IMPACT**

As we believe that reading is the vehicle which drives teaching and learning in all other areas, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers, who can apply their knowledge, skills and experience to the range of texts they will encounter through the Key Stage 2 curriculum and beyond.

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.
- The % of pupils working at age-related expectations and above age-related expectations for reading within each year group will be at least in line with national averages and will match the ambitious targets of individual children.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

## **Assessment**

### **Formative Assessment**

Teachers integrate the use of formative assessment strategies such as effective questioning, clear learning objectives, the

use of success criteria and effective feedback and response in their teaching. The school's Feedback and Marking Policy offers guidance on high quality feedback and pupils' response to it in reading. As we have now adopted a whole class feedback system, written work is read by the teacher, who then identifies any strengths, patterns or misconceptions and uses these to plan next steps in learning. Feedback may then be given at a whole class level, to small groups, to individuals, or by adapting planning for future lessons.

Within reading sessions, children's responses are recorded in a variety of ways: TA scribing answers to specific questions; children self-recording on post it notes/whiteboards; children's own independent written work. Teachers also ensure that as many children are responding to questions as possible and target future questions at those who have not yet responded, to assess understanding.

## Targets

All children are given targets which indicate the aspect of learning which they need to work on to help them make progress. These are given in the form of a reading target on any written work, or are shared as the learning objective in whole class sessions. Of course, children are also expected to progress in other areas, which may not be indicated as a target. Targets are aligned with the objectives on the Insight tracking system, but written in child speak. When objectives have been met, the objective is highlighted on children's work as indicated below:

- Solid pink – target achieved in this particular piece of work
- Hatched pink – target partially achieved in this particular piece of work
- Blue – target not achieved in this particular piece of work (so intervention must be given)

Teachers are expected to monitor children's progress with targets as part of their marking process and to adapt their teaching accordingly. Key targets should also be revisited, where appropriate, across the year.

## Summative Assessment

Using the Insight tracking system, pupils are assessed against National Curriculum age-related expectations on an ongoing basis and the tracking system is updated termly. Objectives for Years 3/4 and 5/6 have been split to ensure progression across these year groups and key objectives identified and this is reflected on our tracking system. Parents/carers are given feedback on their child's progress, including end of year data in annual reports.

The Phonics Screening Check is administered at the end of Year 1 and repeated in Year 2 for any children who have not passed. National Curriculum tests are used at the end of KS2 for SPAG and Reading; teachers use past papers to inform their assessments as they prepare pupils for these assessments. Summer term's theme books are passed up to the next teacher as evidence of what a child was achieving at the end of the previous year.

In-school reading moderation happens at least once per year. Cluster moderation sessions are held at least once per year for each year group. Collections of reading are assessed against National Curriculum expectations.

## Resources

There is a wide range of texts available in school to support with reading. Bug Club resources (which are stored in the library) are used throughout the school for guided reading, home reading (online versions) and to supplement reading schemes. There are additional reading resources in the library and more advanced texts in the Year 5/6 library. Scheme books for use as home-readers are also stored in the library and each level is clearly demarcated. Reading record sheets are stored with these. Each year group has their own reading zone, stocked with a variety of fiction and non-fiction texts. Many of these have been colour banded to support children with choosing appropriate texts. The library has a wide selection of non-fiction texts, across a range of subjects, which are available for anyone to borrow. Free reader books throughout school have been levelled to give children more guidance as to which books are right for them. There is also a range of dyslexia-friendly books available in the library. In years 2, 3 and 4 there are a range of books available for Reading Explorers (those who have just come off scheme books and are making the transition to free readers). Teachers educate children on how to best select books when they are making this move.

## Reading Spine

As a school we have identified 100 books which we feel every child should read before they leave primary school (see Appendix A). These texts were discussed and chosen as a school and we believe they offer a breadth of genres, themes,

authors and styles, which will provide children with a rich reading diet. Copies of the books are available throughout the school and there are displays within each year group to promote these texts. Details have also been shared with parents via the school website. These are reviewed and added to over time, to ensure new books are being included, alongside classic children's literature.

## **Homework**

English-based homework is regularly set for children in Years 1-6 each week. This can include spelling tasks. In addition, children are expected to read on a regular basis which is recorded in reading journals. Bug Club texts are accessible online and children can be allocated these texts to read at home. Books are allocated according to children's reading ability and teachers can monitor what is being read via their own online accounts.

Homework provides opportunities for children to practise, consolidate, develop and extend their skills and knowledge and prepare for their future learning.

## **Parents/Carers**

We aim to involve parents/carers in their children's learning as much as possible and to inform them regularly of their child's progress in reading. Parents/carers have the opportunity to meet with child's class teacher at least twice a year at Parent Consultation Meetings. Every year group offers Parent Workshops where the way in which children are being taught is shared. When children are still being listened to when reading at home, parents/carers are asked to make comments in the child's reading journal. Adults in school also record in the journal when they have read with a child so that parents/carers know what the child has been working on.

## **The Subject Leader:**

- Supports teachers in their planning and teaching from the National Curriculum
- Leads by example in the way they teach in their own classroom
- Prepares, organises and leads INSET, with the support of the Leadership Team
- Works co-operatively with the SENDCo
- Monitors different aspects of English teaching and learning, feeding back to SLT and staff on findings and future actions
- Attends training
- Attends City English meetings and cluster moderation
- Discusses regularly with the Head teacher and the English governor the progress of implementing National Curriculum for English in school
- Monitors and evaluates English provision in the school by conducting regular work scrutiny, learning walks and assessment data analysis

## **Equal opportunities**

All children are entitled to a broad and balanced programme of English regardless of age, gender, race and disadvantage. It is important to exhibit and celebrate all achievements in English.

## **Access and Inclusion**

At Lyppard Grange Primary School we do not make the assumption that a more able or gifted child or a child with special educational needs in another curriculum area will necessarily have particular difficulties with or a talent for English. Neither do we believe that a child with sound ability in other areas will not have special needs in English. All children should have access to English. It is the teacher's role to help the child with special needs to experience success and satisfaction in English and to extend the opportunities available to challenge children with a talent in this area.