ENGLISH – READING

INTRODUCTION

The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.

INTENT

Leverhulme Community Primary School understands the importance of reading in the process of developing pupils into independent learners. Furthermore, we recognise that the ability to read independently and effectively for meaning is one of the most important skills that we can teach our children from the very earliest age. It allows access to all other areas of the curriculum and is a vital life skill. Reading is central to our ability to understand, interpret and communicate with one another. Moreover, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential. Therefore, we place the systematic teaching of reading at the very heart of our curriculum. Teaching reading starts in Early Years and details of early reading and phonics can be found in the Phonics and Early Reading Policy.

At Leverhulme Community Primary School, we aim to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities to help all learners leave us as confident readers with the skills they need to achieve in the future.

The aims of teaching reading in our school are to:

- Support the development of a natural enjoyment of imagination, story vocabulary from an early stage.
- Teach the skills and understanding around phonics in a systematic and enjoyable way;
- By the end of KS1, children have a secure knowledge of all phonic phases and ensure they have made sustained progress in learning to read fluently.
- Children read with fluency and prosody, and have a good understanding across fiction, non-fiction and poetry.
- Help children acquire a wide range of vocabulary though a vocabulary rich curriculum.
- Develop pupils' reading in all subjects to support their acquisition of knowledge.
- Support children to read for pleasure both at home and in school on a regular basis.
- Develop children culturally, emotionally, intellectually, socially and spiritually through the texts they read.
- Develop good comprehension through the teaching of the reading domains in KS1 and KS2.
- Use intervention (Keep Up & Catch Up) to support children when necessary.

IMPLEMENTATION

The implementation outlines how we deliver our reading curriculum at Leverhulme Community Primary School from EYFS to Year 6.

PHONICS AND EARLY READING IN EYFS AND YEAR 1

Details of how phonics and early reading is taught is outlines in the Phonics and Early Reading Policy.

GUIDED READING/ READING LESSONS

PLANNING

Guided reading is planned in advance of the lesson and is taught as a whole class in Y2-Y6. It is adapted to suits the needs and expectations of the year group and is progressive, continuing on from how reading is taught in EYFS and Year 1.

YEAR 2

Guided reading in Year 2 takes place over four sessions of around 30 minutes. Reading journals (purple books) are used to record reading sessions when necessary; reading comprehensions are kept in a separate purple file. These provide valuable evidence and support teachers in making assessment judgements.

Reading sessions follow the same format as the reading sessions in Reception and Year 1; however, they are taught as a whole class, children access the same text and the text is typed rather than from the book. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

The Key Stage 1 reading domains are taught through the reading sessions and they are referred to by staff during teaching. Furthermore during decoding and prosody sessions, teachers and teaching assistants listen to targeted children read. This is recorded by class teachers.

The forth session each week is a stand-alone comprehension session. This text is unseen and it is adapted to suit the needs of the children. To begin with the children are supported in a small group (6-8 children) by the teacher or teaching assistant. As children move through the year, these sessions become more independent. Teachers focus on teaching skills needs to answer comprehension questions successfully.

Children working below Year 2 expectations, work separately in small reading groups (like in Reception and Year 1). These groups have a text that is in line with their phonic knowledge. The three reading sessions follow the same format as the rest of Year 2. The assessment sheet from Little Wandle is used to record pupil outcomes and is shared with the class teacher. These children also have additional Rapid Catch Up Intervention to support closing the gap so they can re-join the whole class teaching of reading.

YEAR 3 – YEAR 5

Guided reading in Years 3 – 5 takes place over four sessions of around 30 minutes each week. Reading journals (purple books) and the class BIG Book (in Y3) are used for guided reading written tasks. Reading comprehension is kept in purple file. These provide valuable evidence and support teachers in making assessment judgements. Reading sessions include pre-read, guided read and post read sessions.

1. Pre-Reading Activity

A hook may be used to introduce a text and for the children to make predictions about what the text may be about (this could be a video clip, front cover or blurb). Pupils explore tricky words with the teacher, looking at synonyms, antonyms, root words, prefixes, suffixes and word classes before exploring a new texts. Pupils may then work independently to read the text and annotate their text with summaries (hashtags), questions, thoughts and highlighting any tricky words (for children who are not yet fluent at decoding a text, the text may be read to them by an adult or they may look at an adapted text). Over time, children are challenged to see how quickly they can read it within a set time. The aim of this activity is to prepare pupils for the Guided Reading session, enabling them to become familiar with the text and elicit unfamiliar vocabulary. The texts are added to reading journals/Big Book for discussion in the Guided Reading session.

2. The Guided Reading Session

The teacher leads the guided reading session so that they can systematically teach the skills of reading. It is essential that the teacher knows the text well.

Guided Reading sessions cover a range of different reading skills:

a) Background knowledge and predict

Discuss the content of the book, likes, dislikes, things that puzzle them, thoughts, questions, a summary of the text.

b) Word Definition

Looking at the new tricky words that were identified in the pre-reading. Children may put these words into sentences to further develop understanding of new vocabulary. Other words children identified as 'tricky' when exploring the text independently may be discussed here.

c) Skim / scan

Practising skimming (skimming a text to gain an overall understanding) and scanning (to locate particular information e.g. a specific word) within the session.

d) Going deeper (link to reading domains)

Highly focused questioning is used to explore the text in depth. These questions can focus on one domain (following assessment for learning to address a gap or misconception) or a few different domains.

e) Summarise

Summarising the whole text or part of the text.

3. Post Guided Reading Activity

This task is linked to the text used in the guided reading session and may be linked to the domains that have been focused on during the deeper thinking questions. The activity is mostly independent, with teachers and teaching assistants having focussed groups to support children who were identified from the previous session or through pupil progress meetings. The activity gives children the chance to explore the domain in a different format. These post activities can be comprehension style questions around the text explored the previous day. Children may complete a couple of tasks linked to a section of text.

4. Reading Comprehension Session

Children are given the opportunity to use the skills taught through guided reading sessions in answering reading comprehension questions. The text used for comprehension is a stand-alone text. The questions can be focused on a single domain or question style if there has been an

identified weakness/misconception or a range of questions that cover different domains/question styles. Questions are put in a variety of formats to challenge children. The procedure of 'zapping the questions' is modelled to children and followed explicitly every session (circling questions words/instructions and underlining key words to look for in the text). Reading comprehension texts are adapted for different abilities and teachers and teaching assistants will support a targeted group. Teachers plan so every group will be supported at some point over the year by the teacher or teaching assistant. If children are working behind year group expectations and they are still learning phonics, the text must be decodable for them at their phonic phase.

YEAR 6

In order to prepare children for high school and the end of Key Stage 2 assessments, reading is built in alongside the writing curriculum. Children complete daily reading sessions in their English books covering the reading curriculum, reading domains and reading comprehension skills. Separate reading comprehension sessions are weekly and adapted for children working at different abilities. If children are working behind year group expectations and they are still learning phonics, the text must be decodable for them at their phonic phase.

Reading Working Walls

Each classroom has a reading working wall with a purple boards (in Year 6 this is part of the writing working wall). On here teachers may display, vocabulary, extracts of texts that have been explored, strategies to use when reading, skills covered in comprehension and good examples of pupils work and class shred work.

INTERVENTION

Reading interventions take place across school. In EYFS and Year 1, phonics/reading interventions consist of Little Wandle Keep Up linked to Phonics. In Year 2 – Year 6, Rapid Catch Up Intervention is used for children still securing phonics and sessions are made up of 2.5 phonics sessions and 2.5 reading sessions each week (further detail on interventions linked to Little Wandle are outlined in the Phonics and Early Reading Policy). In Year 4, 5 and 6 children may have additional reading intervention to support in the teaching of applying reading skills to comprehension specifically. CGP resources are used to support these sessions as well as other comprehension texts.

All interventions are evaluated regularly and groups are updated as and when required. Finally interventions discussed during Pupil Progress Meetings.

PHONICS

See separate Phonics and Early Reading Policy.

1:1 READING IN SCHOOL

In Reception and Key Stage 1, children still accessing phonics in Key Stage 2 or children highlighted as a target group, read 1:1 with an adult at least once a week. During this session, children use their home reading books and the teachers/TAs comment in the child's home reading diary. It is also marked on the 'whole class record sheet'. 1:1 reading can take place with one adult and child or as a small shared group read, as long as an adult is hearing every child read loud. Children are not held back or given a text that is too tricky to fit into a group - 1:1 reading is personalised to each child's ability. Through Key Stage 2, children will read 1:1 with an adult less frequently as they independently access reading through other subjects and using other strategies. Home reading books are frequently checked by staff and children who are not reading at home are identified as

children who have to more frequently read in school. Where children are more fluent readers, groups of children may share the same book and read as a shared read with an adult.

Whole Class Record Sheet

The whole class record sheet is a tick sheet for when teachers/teaching assistants have read 1:1 with a child in school time and it is kept in the home reading file, alongside home reading records. Any comments from teachers/teaching assistants are recorded in their home-reading diary - it does not need to be replicated anywhere else. It is the home reading book that children read 1:1 with an adult.

OTHER OPPORTUNITIES TO READ IN SCHOOL

WHOLE CLASS TEXT

Whole class reading/story time is to take place daily and texts are explored in class altogether. These are usually read by the class teacher and model reading for pleasure. These texts can be linked to other areas of the curriculum or stand-alone stories the teacher has chosen. The class teacher may ask questions about the text as they read.

READING ACROSS THE CURRICULUM

Different texts are also used in other areas of the curriculum to teach units of work and support learning - these maybe a whole text or just an extract. Children may be given extracts to read (using one of the strategies below) or extracts may be read to children by an adult. Children might be required to gather information from them or discuss themes from the text.

English (writing) – '*Pathways to Write'* uses a text to support the teaching of writing and reading. Reading skills are taught in addition to writing skills in English lessons and build up knowledge of genres and thinking about the impact of their writing on the reader.

PSHE and Global Goals – Each PSHE unit has a class text to support the unit of planning. These books explore themes linked to the national curriculum PSHE objectives for each year group.

ERIC & DEAR READING (Reading for Pleasure)

Everybody Reading In Class/ Drop Everything and Read

Throughput the week, children are given the opportunity to read independently in class. This is a book that children have chosen to read for pleasure. During this time, teachers and teaching assistants are able to listen to children read and support others with the text they have chosen to read.

STRATEGIES TO USE IN READING

Independent Reading

Children reading a text — such as books, magazines, and newspapers — on their own, with minimal to no assistance from adults. It can consist of reading done in or out of school, including purely voluntary reading for enjoyment (ERIC) or assigned reading in reading comprehension or in another subject.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. This can be through the whole class read, reading comprehension lessons, guided reading or across the curriculum.

Paired Reading

Paired reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read. Paired reading can be used with any book, taking turns reading by sentence, paragraph, page or chapter. This can be used through guided reading sessions or across the curriculum.

Choral and Echo Reading

"Echo reading, where the teacher reads a text aloud sentence by sentence or line by line and pupils echo the teacher's reading, copying its pace, intonation and emphasis. Choral reading where pupils can be allotted different lines to practise reading together." Reading Framework 2023

HOME READING

Every child has a home reading book. In Reception and Year 1 the book is in line with their Phonic phase and from the Little Wandle range. Where children are still securing phonics in Year 2 to Year 6, children will be given a home reading book in line with their phonics; they may also have a Rapid Catch Up Intervention phonic book that they take home. For all children who have secured their phonics (Y2-Y6), they will be assessed using the *Salford Reading Age's Assessment* annually in the Spring Term. This book is at a decodable level for the child. Where children are still accessing phonics across school, children also take home a second reading book, which is to build comprehension skills and is there for children to enjoy with a parent/carer at home. Children are required to get a signature each week to show they have read at home with a parent/guardian and this is monitored by teachers and teaching assistants in school. It is recommend that parents/carers read with their child three times a week.

Home Reading Procedure

- Books are changed when children have finished their book - this is usually weekly.
- Children are expected to bring their home reading book and diary in every day for 1:1 reading so they can read it and staff can write a comment in their diary when you have read.
- Staff have a small bank of books in class for children who forget to bring their book in on their home reading day.
- All children in Reception and Key Stage 1 need to have two books (phonics + comprehension).
- If children in Key Stage 2 are still accessing phonics, they take two books to take home too.

Reading for Pleasure at home

In addition to home reading books, parents/carers are encouraged to read for pleasure. This may be a comic, something online, a storybook from home or a newspaper. Children might read it independently or read it with their family. Parents are also encouraged to record this and share what they have been reading with their class teacher.

- https://www.storylineonline.net/
- https://www.freechildrenstories.com/
- http://en.childrenslibrary.org/
- https://www.nationalgeographic.org/education/classroom-resources/explorer-magazine/

Home Reading Record Sheet and File

Each class has a Home Reading File. In there each child has a home reading record sheet stored in there. This is to record which books children are taking home and for teachers to see the progression through the stages. This record is passed on through to each year groups to support and monitor the child's progression over their time at primary school. As children move through Key Stage 2 they can write this in themselves. Children do not need to be reading the same book as other children at their band/level/phase as long as it is at their band/level/phase. The home reading file is to be used throughout school for consistency.

EQUAL OPPORTUNITIES

Leverhulme Community Primary School actively encourages all pupils to read books that are suitable for their reading ability, and this is reflected in the reading materials which it uses. The school is committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following:

- Ethnicity
- National origin
- Culture
- Religion/beliefs
- Gender
- Disability
- Sexual orientation

Any instance of discrimination, harassment or bullying is dealt with promptly, in-keeping with the school's Equal Opportunities Policy and Anti-Bullying Policy.
Pupils with special educational needs and disabilities (SEND) will receive additional support from teaching assistant to enable them to develop a passion for reading.
The special educational needs coordinator (SENCO) will make reading for pleasure part of the individual learning plans for pupils with SEND.
Academically more able pupils are provided with reading materials suited to their abilities, in order to challenge them and keep them interested in reading.

ASSESSMENT OF READING

Assessment is a vital part of teaching and learning and a tool at Leverhulme we use to support planning and to identify gaps. Both formative and summative assessment are used as well as observation. Below outlines the different ways assessment is used here to ensure pupils make good progress in reading.

Pre-Assessment
Pre-assessment is fundamental and is used across the curriculum subjects to determine where a child's starting point is at this time. It is key it is completed a couple of weeks before teaching and planning, as it may alter how the lessons are taught to include smaller steps/additional lessons for children who aren't sure or challenge children who are able to demonstrate they are already secure in that area of the

curriculum. Pre-assessments can take place in different ways and can be whole class or individual. Pre-assessments in reading may focus on a specific skill or reading domain. Pre-assessment may be taken from group or class discussion or may be taken from question-level analysis of summative assessments.

Formative Assessment

Assessment is used all of the time and in every lesson. Instant assessment allows the teacher and teaching assistants to respond quickly to misconceptions and misunderstanding and address them in the lesson or with 'same day' intervention.

Summative Assessments

Children are assessed in reading termly. In Autumn, Spring and Summer, Year 1- Year 5, use the Rising Star Hodder Assessments. In Year 6, children complete past SATs papers as part of their preparation for end of KS2 assessments in the Autumn and Spring Term, before sitting the KS2 SATs in the Summer Term.

The scores from these assessments are used to support teacher judgment in the teacher assessment of reading. It is not the score alone that determines where the child is working at, but may offer some guidance. A child scoring between 95-99 scaled score would be teacher assessed as working at 'JA' (Just At) (as defined below). A child working at 100+ may be assessed as 'At' (At) or 'A' (Above) (as defined below) depending on how the child demonstrates their understanding in class.

- JA – Just At - demonstrating that they have been taught the curriculum and have demonstrated some of the features of this year group's expectations, including some, skills, knowledge and vocabulary.
- At – Above - demonstrating most (or indeed all) of the features of this year group's expectations for the subject, including, skills, knowledge and vocabulary.
- A – Above –children are working at greater depth and therefore demonstrating they have mastered the learning expected for their year group in a particular subject and therefore able to delve deeper into concepts in more detail.

Both the scaled score and teacher assessment for reading are recorded on Sonar.
To add teacher assessment:

- Log into Sonar
- Select 'assessments'
- Select 'primary summative'
- Select Year Group and Class
- Select subject and choose JA (Just At), At (Securely At) or A (Above)

To add scaled scores:

- Log into Sonar
- Select 'score' under 'Tests'
- Select Year Group and Class
- Add the scaled score.
- For children who have completed a paper from a previous year group, select the number and change to the correct year group.

Assessment scores and teacher assessment are tracked on Sonar by the class teacher and the assessment data will be analysed during pupil progress meetings and intervention groups will be formed to support children who may need it.

Children are also encouraged to make judgements about how they can improve their own and each other's work through self and peer-assessment.

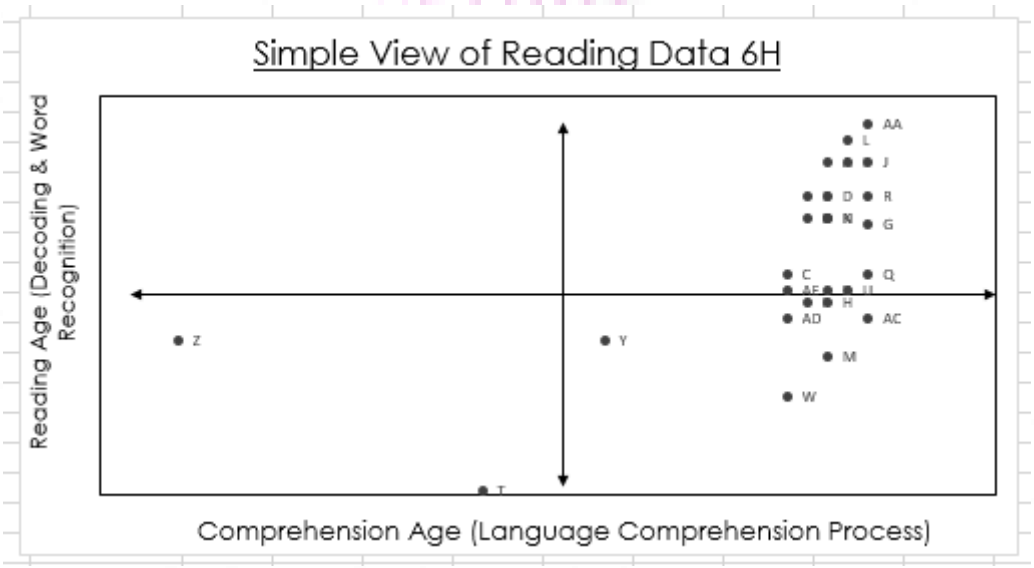
SEND/ PUPIL PREMIUM /HIGH ATTAINERS

All children will have quality first teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

DATA AND SIMPLE VIEW OF READING

Once data has been collected from written, reading comprehension assessments (at the end of each term), staff complete a test level analysis. The text level analysis provides teachers with an in depth look into which areas of the reading curriculum children in their class are struggling with or where there are significant gaps. This is then used to inform the next terms planning or passed on to the next year group teacher at the end of the academic year. Text level analysis can also be used to look at individual children or small groups and provide information of appropriate interventions to help support and close gaps

As well as text level analysis, when reading and comprehension ages are gathered (Spring Term), these are inputted into an excel spreadsheet and children are plotted onto the 'Simple View of Reading' (see below). This is used to inform planning and target groups.



Guidance on how to best use and interpret the data produced from the Simple View of Reading data is taken from *the reading framework: July 2023. .*

Good work reading but poor comprehension

The bottom right-hand quadrant represents children who have good word reading skills, but have difficulty understanding what they have decoded. Even if an adult read the text aloud to them, they would still have difficulty. Children with speech, language and communication needs or who speak English as an additional language might well fall into this category.

Good comprehension but poor word reading

The top left-hand quadrant represents those whose understanding is good: they have a large vocabulary and extensive background knowledge. However, they cannot decode words easily. They therefore need to be taught to do this urgently through a synthetic phonics programme that is systematic and rigorous, with plenty of practice.

The books they are able to decode are likely to be far below their good level of comprehension. This means that they need to continue to develop their understanding through hearing and talking about books and poems and learning new vocabulary across the curriculum, along with the rest of their class, while their decoding catches up with the knowledge and skills they already have.

Poor comprehension and poor word reading

The bottom left-hand quadrant represents children who have poor language comprehension and who also cannot decode words easily. Although they have similar difficulties with decoding as the children just described (represented by the top left-hand quadrant), their limited language skills can obscure their poor decoding.

Teachers may have low expectations of them and not realise how much their reading comprehension might improve if they had extra practice in decoding through a systematic synthetic phonics (SSP) programme, in addition to developing their comprehension, because the first step in reading comprehension is the ability to decode common and familiar words 'at a glance' and unfamiliar words speedily and silently.

As reading is so important for accessing the rest of the curriculum, ensuring pupils catch up on their reading is essential. Accurate assessment to identify next steps is vital. Making progress depends on quality-first teaching (The Reading Framework: teaching the foundations of literacy, July 2021)

LIBRARIES

In Class Libraries

Every class has a selection of books for children to choose from. They contain a range of fiction and non-fiction books at an appropriate ability. Children may choose a book from here to read during ERIC/DEAR time. The purpose of the Library at Leverhulme Primary Community School is to help inspire children choosing to read for pleasure.

School Library

The school library has a range of fiction and non-fiction books for children to access. They range in ability from EYFS to Year 6 and beyond. Classes can visit the library to read for pleasure, as part of a research task or to access other reading activities.

Bolton Library

From Bolton library, there is a termly loan projects. Class sets of books can be loaned out to support learning across the curriculum. To loan out a set of books, email SLMS@bolton.gov.uk telling them the school, your name, age of children and the resources you would like in their project. The list of books is saved as *'Library Book Loan Class Sets'* on the teaching driver under reading. In Reception and Year 1, children also visit Breightmet Library.

RESOURCES

All digital resources are retrievable from the teaching drive for staff to access.

MONITORING

The coordination and planning of the reading curriculum are the responsibility of the subject leader. As part of this, the subject leader will monitor by,

- Supporting colleagues in their teaching, by keeping informed about current developments in reading and by providing a strategic lead and direction for this subject;
- Updating the Head Teacher, including evaluating the strengths and weaknesses against the reading action plan and indicating areas for further improvement;
- Using specially allocated regular management time to review evidence of the children's work and to observe reading lessons across the school.
- Feeding back at Teaching and Learning Governors Meetings, including the named reading governor, on the reading at Leverhulme.
- Strategically organising reading CPD for staff across school.

The effectiveness of this policy will be monitored continually by the Reading Leads and Head Teacher. Any necessary amendments may be made immediately.

IMPACT

Reading at Leverhulme Community Primary School is progressive and planned to meet the needs of all children through the teaching of a systematic synthetic phonics programme (Little Wandle), whole class guided reading and booster, intervention and catch up to ensure children keep up.

How we measure impact

We measure the impact of our curriculum through the following methods:

- Phonics assessments;
- Phonics Screening;
- Reading and Comprehension;
- Termly Rising Stars Hodder Assessments Year 1 – Year 5;
- Development Matters – Learning Goals for EYFS;
- Pupil Progress meetings;
- Pupil/ teacher voice;
- Learning walks;
- In school, data tracking systems – Sonar.

The impact of reading at Leverhulme is:

- Children will develop a love of and a thirst for reading.
- Children will be able to decode words and then develop a growing understanding of what they read.
- Children will understand and use the key skills of reading, including - Vocabulary, Inference, Predict, Explain, Retrieve and Sequence (KS1), Summarise (KS2), Compare & Contrast (KS2).
- Children will have a clear understanding of what they have been taught and where their learning will take them next.
- Children achieve age related expectations in Reading.
- Progress in Reading at the end of Key Stage 2 is positive.
- Children will be successful at each Key Stage and beyond