

Brighter Futures Academy Trust

Reading Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
C Webb	April 2018	April 2020

Rationale

At Luddendenfoot Academy, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore reading is given a high priority at Luddendenfoot Academy enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, signs and newspapers.

Aims

Our aims are for all children at Luddendenfoot Academy to:

- Become fluent, confident and expressive readers;
- Read with enjoyment across a range of genres;
- Read for pleasure as well as for information;
- Read and respond to a wide range of different types of literature;
- Understand the layout and how to use different genres and text types;
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy;
- Build their bank of sight words to enable fluent reading;
- Have an interest in words and their meanings, developing a rich and varied vocabulary;
- Understand and respond to literature drawn from a range of cultures and literary heritage.

Action and Implementation

Reading at Luddendenfoot Academy Primary School is taught in two sections. Mechanical reading and reading comprehension.

Our curriculum for reading comprehension primarily follows the guidance and planning set out by the Fischer Family Trust (FFT) scheme. Some of these strategies and skills are generic across the whole school, whilst others are specific to key stages. These strategies may be implemented by the class teacher, teaching assistant or voluntary readers such as parents and governors.

The FFT Reading curriculum:

Four essential strategies and skills for reading:

1. Develop positive attitudes to reading
2. Skills and strategies to read for understanding
3. Understand the vocabulary used in texts
4. Express, record and present their understanding

The four key outcomes:

1. Understanding the whole text.
2. Retrieve information from the text
3. Inferential understand

4. Reading to find out and learn.

Teaching mechanical reading

Reception and Key Stage 1

- Shared Reading, using a shared text, copies of text or text on the interactive whiteboard, with the whole class or small groups;
- Guided Reading/reading support of the same text in small groups, including teaching a range of reading strategies and comprehension;
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers/chronological age or require additional support to 'read for meaning';
- Reading scheme books are **book banded in colours (see appendix 1)** using a range of books including; Oxford Reading Tree, Oxford Owl, Rigby Rocket etc.
- Reading scheme books are carefully selected to match the reading abilities of each child;
- Books are changed twice a week on a Monday and Friday. Children will take home 2 books on each occasion.
- TAs will monitor how often children are reading at home.
- Children do not have to read every single books within the coloured band before being moved up – see assessment for learning;
- Daily phonics lessons, using the Letters and Sounds document alongside the National Curriculum and Read Write Inc programme;
- Phonics intervention groups lead by the TA in each class where needed;
- Texts are closely linked and selected, to support and enhance topic work;
- Story time in which the class teacher or TA reads to the class;
- Children are given the opportunity to read aloud to their peers if they would like to;
- Children's Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities;
- Extra activities to raise the profile of reading, linked to different themes where possible.

Key Stage 2

- Shared Reading, including use of the interactive whiteboard;
- Guided reading/reading support of the same text, in small groups;
- Weekly comprehension activities linked to the literacy theme/topic;
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers;
- Reading books carefully selected to match the reading abilities of each child;
- As in KS1, reading scheme book banded books are still used for those children working at a lower level;
- Use of **Accelerated Reading Scheme** (see appendix 2) to assess and monitor children's reading and progress;
- Regular word level, spellings and phonics work, as a whole class or in small groups for those who need it;
- Reading intervention groups;
- Reading of texts linked to topic work;
- Reading for pleasure opportunities;
- Other comprehension activities including reading extracts (CGP resources) where children are taught direct skills in isolation and in conjunction with each other;

- Annotating texts to aid understanding;
- Story time in which the class teacher or TA reads to the class;
- Children's Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities;
- Extra activities to raise the profile of reading, linked to different themes;
- Pair older and younger children to share and support reading opportunities.

Reading across the curriculum

At Luddendenfoot Academy we have found that the most effective way of developing children's love of reading is through organising units of lessons around motivating books and stimulating cross-curricular topics. The texts might be a specific book, a play or poem, or with older children, a specific genre such as journalistic writing, with a range of different newspapers used as texts. A good-quality text will provide opportunities for children to be engaged in work across the National Curriculum programmes of study for English. Good, text-based, whole-class teaching provides opportunities for learning and reinforcing:

- word reading – as children encounter unfamiliar words
- grammar and punctuation – through seeing them in context and considering how they are employed for effect
- comprehension – through listening to, reading, and discussing challenging texts
- vocabulary and spelling – by encountering new language spoken language through participating in discussions about books, learning from both specific language modelled by the teacher and also that of their peers writing (both transcription and composition).

In addition, we believe that studying whole texts in lessons can develop children's love of reading by giving them the opportunity to read and listen to texts and authors that they might not have chosen to read for themselves. They also have the chance to encounter new or unfamiliar genres.

Resources

At Luddendenfoot Academy we have invested financially into a wide range of new reading resources. These include:

- Home reading books from a range of reading schemes and publishers, including Oxford Reading Tree, Rigby Star and Pearson's Bug Club, book-banded to provide appropriate support and challenge for each child, as well as 'Accelerated Reading books' for those children who have progressed beyond the book banded levels.
- Guided Reading books from a range of reading schemes, including Rigby Star and Pearson's Bug Club, and non-scheme books, book-banded to provide appropriate support and challenge for groups of children;
- Comprehension boxes which provide children with short texts or extracts to support reading comprehension skills.
- A book corner or book area in every classroom/shared area, with a range of fiction and non-fiction books.
- New texts which are directly linked to the cross-curricular topics in each year group.

Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a

home environment in which books are valued. They are encouraged to write in their child's reading record when they have heard them read, to support the communication between home and school. Parents and volunteers are invited into school to read with children on a regularly basis.

Assessment and Record Keeping

Assessment is used to inform the planning and teaching of reading. We assess reading strategies as well as reading comprehension, using the Fischer Family Trust reading comprehension scheme. Key areas for assessment are:

- Word reading
- Themes and conventions
- Comprehension: Clarify
- Comprehension: Monitor and summarise
- Comprehension: Select and retrieve
- Comprehension: Respond and explain
- Inference
- Language for effect

Assessment against these strands takes various formats:

- Individual sheets to record progress and achievements. Reading levels ('emerging', 'developing', 'secure' or 'mastered') are reported during parents evening and a final report is sent home at the end of the year.
- KS1 (and less able KS2 pupils) termly phonics tracking assessment, in which children are assessed against the Letters and Sounds phases and gaps in learning are identified;
- Reading tracking sheets using the colour-coded book bands;
- Reading record books, in which parents and staff note children's reading achievements and any areas on which they need to focus;
- Yearly Phonics Screening Check at the end of Year 1, which is then repeated at the end of Year 2 for those children who didn't meet the threshold mark;
- SATs Reading Test at the end of Key Stage One (Y2) and end of Key Stage Two (Y6), as well as optional SATs in Years 3 – 5;
- Termly word reading test to give the child's reading age, which is included on the pupils' reports.

Assessments are recorded on simms against each of the learning objectives.

Assessment takes place on a daily basis through AfL to inform planning and teaching, and children's progress against the objectives within each phase are officially assessed and recorded during pupil progress meetings - using the following terminology: emerging, developing, secure and mastered.

- Phase 1 – Late November – before Parent's evening/Christmas break
- Phase 2 – Late March - before Parent's evening/ Easter break
- Phase 3 – June ARE before the end of the academic year.

Pupil progress meetings, between each class teacher and the head teacher, take place at the end of every Phase, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps.

Single Equalities

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement and to promote the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

All children have particular learning needs, including SEN and Gifted and Talented. Levels are monitored at the end of each phase (see section above 'Assessment and Record Keeping'), as well as through formative classroom assessment, and provisions are put into place to support identified children, such as Wave 2 and Wave 3 support. Reading materials are carefully chosen to meet the needs of all children, particularly those who need extra support or challenge.

To achieve this, we will ensure that all reading materials (including AR books, home-school reading books, guided reading books, classroom reading books, big books, magazines, newspapers and online reading materials) in school:

- Are from a range of cultures, countries and religions;
- Are not stereotypical in their depiction of different cultures, countries, religions, race, gender, age and beliefs;
- Reflect accurately a range of cultures, identities and lifestyles.

All staff have a responsibility for ensuring that reading materials are checked and monitored before use to ensure they meet these criteria.

Monitoring of the Policy

We are aware of the need to monitor and update the school's Reading Policy on a regular basis so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy at least once every two years.

Reading throughout the school and how it reflects this policy, will also be reviewed throughout the year in the following ways:

- SLT/staff work scrutiny;
- EYFS/KS1/KS2 external moderation;
- EYFS/KS1/KS2 internal moderation;
- Moderation with other schools across Brighter Futures Trust.

See appendices –

Appendix 1 – Book banded information

Appendix 2 - Accelerated Reading Scheme

Appendix 1 – What do Book Band levels mean?

Reading books are graded by difficulty by reading levels known as Book Bands. Each Book Band has its own colour. The chart below gives an indication of the range of Book Band levels at which most children will be reading as they progress through primary school. The chart shows the progress of an ‘average’ band of children- but no individual child is ‘average’, so no child makes smooth progress precisely in this way. Children tend to learn in fits and starts – periods of growth followed by periods of consolidation when their progress seems to halt for a while. The periods where you don’t see rapid progress are important as children develop confidence in using and applying their newly acquired skills.

Appendix 2 - Accelerated Reading Scheme

What Accelerated Reader is—and isn’t

AR helps teachers track pupils’ independent practice and progress with reading. It’s not specifically designed for pupils with learning and attention issues. However, teachers can use it to help guide struggling readers to books they can read successfully.

The program doesn’t teach reading skills and strategies. It’s intended to encourage pupils to read independently, at their own level and pace. It is widely used in KS2 to KS3.

The idea behind AR is that pupils enjoy reading more when they can select their own books. (The program has more than 150,000 titles to choose from on its BookFinder list.) Each book has online “reading practice” quizzes, which you may hear referred to as “AR tests.” Teachers use these quizzes to track each pupil’s progress and set appropriate goals for each.

How Accelerated Reader Is Used

There’s a process behind how each child uses the program in school. Here are the five steps typically involved:

1. Teachers determine each pupil’s reading level. The program provides a multiple-choice assessment that takes pupils about 15 minutes on a computer. Teachers can also use results from standardised tests or their own judgment.

Reading level is based on typical grade-level skills. A score of 2.5 means the pupil’s skills are typical for a child in the fifth month of second grade. So a fourth-grader with that reading level is two years behind his peers in terms of his skills.

2. Each pupil is assigned to a specific range of books on the program’s BookFinder list. Books in that range will be challenging for the pupil but not too hard to read. This concept is called a zone of proximal development (ZPD). In AR, it’s used to guide book selection.
3. Pupils choose a book that’s in their ZPD. A teacher or TA may help with selecting books. AR recommends that pupils spend about 15-30 minutes in school each day reading their books independently.

4. After finishing a book, the pupil takes a short, multiple-choice online quiz. It checks if the pupil has read and understood the book. Pupils usually take their quizzes in the classroom during the designated reading time.
5. Pupils usually stay at the same ZPD and reading level for a set time. That's usually a marking period. At the end of that time, pupils take a 20-minute reading assessment. It's used to adjust the books that each pupil can select. A teacher may raise or lower a child's ZPD for the next time period.

How Accelerated Reader Monitors Progress

In addition to quizzes, AR also uses a "point goals" system. Every book on the Book Finder list has a point value. Teachers set specific goals for each pupil. They include goals for reading comprehension, difficulty of material and a target number of points. The goals are based on the child's ZPD and reading level.

Pupils are expected to reach their individual goals within the marking period or other set time. When teachers adjust a child's ZPD, they create a new set of goals. These are used to motivate pupils during the next time period.

Pupils earn points for every book they read. The number of points is based on a book's length and difficulty. For example, a 3-point book may be a short, somewhat easier choice. A 10-point book would be longer and more challenging.

Pupils can also earn points when they take the quiz or AR test for each book. Passing a quiz requires a score of at least 80. However, if they score higher than 60 percent on the quiz, they receive a fraction of the total points they could earn from it.

If a pupil doesn't pass several quizzes, the teacher may adjust goals or explore why the pupil is having trouble. A teacher can change the books a child may select at any step in the process.