

Abbeyfield Primary Academy



The Abbeyfield Way: respectful, ambitious, happy and safe.

Reading Policy

Review Date: September 2022

Reading Subject Lead: *Louisa Sampson*

Philosophy

At the Five Rivers Academy Trust our schools aim to:

- Develop a love of reading for every child recognising that reading is the key to independent learning.
- Ensure that all children who have been with us since Foundation Stage leave us decoding fluently whilst also reading for meaning and with expression.
- Enable all pupils to use a wide range of cueing strategies.
- Systematically track the reading of every child including new arrivals.
- Ensure children access top quality children's literature appropriate for their age including a range of literature from other cultures.
- Work with families in partnership to develop children's reading.
- Ensure that the school environment encourages children to read and love books.
- Aim to ensure that outcomes at the end of Foundation Stage, Key Stage One and Key Stage Two are higher than the national average.

Teaching of Reading

Foundation Stage One

To foster a love of reading children are read to daily whether in a whole nursery group, key worker group or 1:1 with an adult during continuous provision. Children are taught how to handle books carefully and to look at pictures and print. Families are encouraged to attend story sessions to observe how to share books with their children at home. They are encouraged to use their mother tongue and talk about the pictures with their children. Gifted and talented children, who are ready for reading, are supported by the teacher and shown simple reading strategies through 1:1 support during continuous provision. They are also taught phase 2 phonics when appropriate through practical fun activities to support their reading.

The children and families also have access to a lending library where they can choose and borrow books daily to share at home. Once a week families are also invited in to join in a weekly Rhyme Time session where they learn new rhymes that can be shared at home.

The school continues to use the '**Talk for Reading**' project approach, focussing on the importance of developing children's communication and language skills. As part of the initiative children have access to a wide range of books in all areas of provision and practitioners are confident when matching books to children's interests. Teachers and practitioners in FS1 and FS2 monitor and evaluate practice and provision using the Self-Evaluation Form and Action Plan, which are regularly updated, looking at how the school supports a unique child, positive relationships with children and families an enabling environment and learning and development.

Foundation Stage Two

Over a week every child will have two one to one reading sessions with an adult in school. Children whose reading skills are more advanced access Rainbow reading whilst children who are identified as needing more support are encouraged to read more frequently during the week.

As part of the **Talk for Reading** initiative children have access to a wide range of books in all areas of provision. Through Talk for Reading the focus is on developing the children's speaking skills. Therefore children learn stories by heart and can also listen to them using sound buttons and printed representations of the WAGOLLS, using story maps or the Communicate in Print programme.

Communication in Print is used throughout the unit to support children's reading skills and to help them access all areas of provision. Learning Stories, featuring the children's own experiences, are available to share as part of continuous provision and can be used to encourage children to think and talk about their learning and experiences. Rhyme Time is continued in FS2 with families invited into school each week to learn new rhymes that can be shared at home.

In FS1 and FS2, Learning Stories, featuring the children's own experiences, are often shared with the whole class using the interactive whiteboard. The children are encouraged to remember and talk about their stories with their peers. These are also included in the book corner for the children to access independently.

Children who are at the very early stages of reading benefit greatly from dialogic reading strategies, which are used to ignite interest in, and enjoyment of, the stories they share. Dialogic reading sessions take place in small groups using either the banded books or other well-liked popular stories at an appropriate level (e.g. 'Dear Zoo', 'Walking Through the Jungle', 'We're Going on a Bear Hunt' etc.). Children who are at the very early stages of reading benefit greatly from dialogic reading strategies, which are used to ignite interest in, and enjoyment of, the stories they share. Open-ended questioning can be used to encourage children to share their own thoughts and ideas to encourage them to relate to similar real-life experiences they may have had and form a bridge between books and the real world (e.g. recalling a trip to the zoo to see some animals similar to those in 'Dear Zoo').

Independent Reading in FS and KS1

We teach children to read through reading practice sessions three times a week.

These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of ['Application of phonics to reading'](#)
- are monitored by the class teacher, who rotates and works with each group on a regular basis.
- 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.

In FS2 these reading sessions start in Week 4 (whereas phonics sessions start straightaway). Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books. Once children have completed *the Little Wandle Letters and Sounds Revised* phonics scheme they will start using book banding colours from turquoise to brown. These banded books are drawn from a number of schemes/real books in order to provide variety. Children should be heard read by the teacher or teaching assistant at least once per week.

Running records should also be planned in within these sessions regardless of whether or not it is felt that a child needs to move book bands, as this will inform the adults of areas to develop. Records are kept on book band coloured assessment sheets which have specific targets for the children to work towards. Children who are identified as needing additional support should receive interventions, such as additional 1:1 reading, to ensure they are reading more regularly.

Independent Reading in KS2

All children work through the book banding colours from turquoise to black – these banded books are drawn from a number of schemes/real books in order to provide variety. Any children who require additional phonics access the reading groups in the same way as FS2 and KS1. Notes are made when a child is heard read in a class file with a page for each child showing the book band colour they are on and the objectives they should be working towards. Any children who are not heard during these sessions should be targeted during lunchtimes, assembly and class assembly sessions. Reading volunteers and students are also used to hear children read over and above this basic entitlement.

Ensuring reading for pleasure

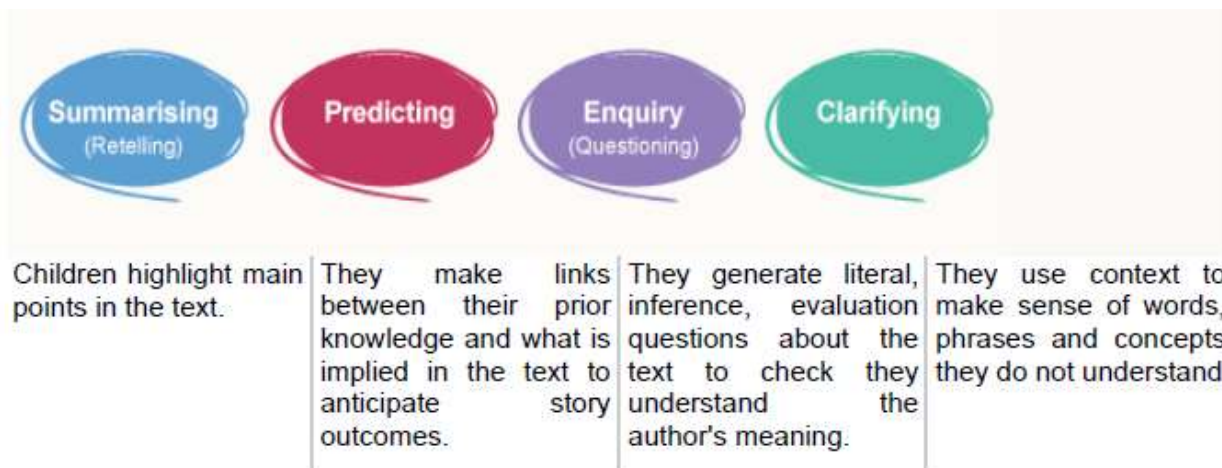
‘Reading for pleasure is the single most important indicator of a child’s success.’ (OECD 2002)
‘The will influences the skill and vice versa.’ (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy. We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Abbeyfield Primary Academy and our local community as well as books that open windows into other worlds and cultures. Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. Children from Reception onwards have a home reading record. A family member records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school. As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.

Reciprocal Reading

Across school, children will take part in reciprocal reading sessions four times per week using the class novel. Reciprocal reading begins in the summer term of Y1. Reciprocal reading is linked to the development of author knowledge with children. The books have all been chosen from the Power of Reading recommended book list or are well known children’s authors. Where possible, reciprocal reading is included in other subjects in order to develop English skills across the curriculum.

During the reciprocal reading sessions, the children should focus on small extracts of the text at a time and follow the reciprocal reading structure:



It is important that during these sessions, there is a balance of the children reading independently, in pairs and hearing the teacher read aloud in order to model effective reading with expression and

intonation. Where the timetable permits, short slots should be allocated to reading more of the class novel.

Reading Skills

In line with the mastery curriculum, children across both key stages will participate in a weekly reading skills session which focuses on effectively teaching comprehension skills as outlined in the national curriculum. This approach ensures that the needs of the children are met effectively and that different comprehension skills (retrieval, inference, authorial intent etc.) are taught explicitly. We use the Rising Stars Cracking Comprehension resources to expose our pupils to high-quality, age-appropriate texts and a range of comprehension questions to target age appropriate reading skills as outlined in the National Curriculum. Each Cracking Comprehension unit takes two weeks to cover the teaching text and the practice text.

When the children are completing comprehension questions during these sessions, it is vital that appropriate differentiation is in place. For example, the lower attainers may be pointed to the paragraph in which they need to search for the answer or be given questions of a similar style to those modelled by the teacher. Sentence starters should be provided where appropriate to help children answer in full sentences.

Home Reading

Children should also have an adult sign their home reading record at least three times a week to indicate that they have been heard read at home – teachers and teaching assistant to monitor and speak to families to ensure engagement with this process. Any children who are regularly not heard read at home should be identified for additional 1:1 reading.

Bug Club

All children from Foundation Stage to Year Six have individual access to the Bug Club website where they can access a range of stimulating e-books which have been allocated by their teacher at the appropriate book band. The children read the text and answer comprehension questions throughout the book linked to the reading strands.

Phonetically Decodable E-Books

For children who are currently accessing phonetically decodable books, we also subscribe to the Big Cat Little Wandle Letters and Sounds Revised ebook library. Teachers can assign specific books to be read at home and track which books have been read by which pupils.

Reading Incentives

The children are all given a 'Reading Record' with a 'Reading Awards' page which records how many times children read at home. Every time a child reads three times at home to an adult, they receive a stamp in their record. When they have collected the right number of stamps they receive a special certificate in assembly.

- 24 stamps = Bronze Award Certificate
- 48 stamps = Silver Award Certificate and a bookmark
- 72 stamps = Gold Award Certificate and a pencil
- 96 stamps = Platinum Award Certificate and a badge
- 120 stamps = Commended Read Award Certificate and a book from Mrs Abell
- 144 stamps = Champion Reader Award Certificate and a book of your choice

Reading/Book Events

The main reading event across the academy trust is World Book day where children and staff dress up as characters from books and books are shared with families throughout school. A yearly visit also takes place from an author and children engage in carefully planned reading activities throughout the day.

Every year we run our successful 'I Love Reading' programme which aims to celebrate reading across school. The programme challenges every child in Abbeyfield to read aloud to an adult every night for 3 weeks. To prove that they have read, they need to get an adult to sign their Home Reading Diary every night. During I Love Reading programme, every morning from 8:30 - 8:50, parents in KS1 are invited into class to share a book with their child. At the end of the I Love Reading programme, there will be a celebration assembly to present prizes.

Sheffield Children's Book Awards

Each year we attend these awards with 30 children from Year Four and Year Six. The children read the recommended short and longer novels from quality children's authors, discuss them with an adult and vote on their favourite books. A ceremony is attended in November where children meet the authors of the books.

School Library

The school library has a book stock of approximately 5000 books for the children to enjoy reading. Texts include a wide range of fiction, non-fiction, poetry books, picture books, graphic novels, magazines and newspapers. As part of our collection, we have collated fifty recommended reads for each year group consisting of genres and authors, both contemporary and classic. These books are shared with the children during Stop, Drop and Read sessions and are available for loaning.

As well as the fortnightly library sessions, the library is open at lunch time and all pupils are members.

Children are given ownership of the library and year 6 children apply to become school librarians in September – they are overseen by a member of staff in helping to run the library.

In addition, we subscribe to the School Library Service based at Stadia Technology Park and each teacher is encouraged to loan up to 30 non-fiction for their topics and additional books to supplement their reading stock in class. Curriculum coordinators will assist in ordering sets of books for staff linked to their topic – these can be collected the library van each term.

Interventions

Targeted 1:1 Reading

Each teacher directs their teaching assistant to hear the most vulnerable readers more than once a week and those who aren't heard at home. This should be recorded on the book band coloured assessment sheets.

Additional Boosters and Tutoring

From September, a booster class is offered after school for all children in reading at the appropriate level. This increases in intensity for some children as SATS approaches. Small groups of children are also offered additional tuition run by external tutors or by tutors employed by school.

Holistic Reading

Holistic Reading is a reading package created to teach children to learn to read using a combination of on sight word reading, using the context (what is the story about) and syntax (the structure of the sentence) alongside phonics strategies.

Holistic Reading aims to teach children to read by:

- Building a bank of high frequency words that can be read on sight.
- Developing an understanding of each story to aid reading and develop comprehension skills
- Being able to read simple stories and apply these reading skills to a range of texts
- To develop phonic knowledge to phase 5
- To build confidence as a reader

If a child needs access to this intervention then this will be discussed with families alongside the SENDCo.

Assessment

Each child has an online individual tracker on Insight, which records their progress through the curriculum. The tracker determines whether a child has mastered the reading objectives against the national curriculum and progress is recorded against age related expectations. The trackers are updated regularly and at termly data drop points. Appropriate reading targets are set in personal mentoring meetings and reviewed regularly (see personal mentoring policy). Children with SEND are tracked using the Birmingham Toolkit. The trackers are updated regularly and data entry is required termly. Data is then analysed by the assessment lead and pupil progress meetings to decide on appropriate interventions.

Staff are also trained in running records and miscue analysis in order to better understand the reading strategies which a child is using. PM benchmarking must also be used in order to determine whether a child is ready to move onto the next book band.

The Cracking Comprehension materials also come with assessments which teachers can use as appropriate. The assessment texts should be read together in groups or as a class before the children have a go at independently answering the assessment questions.

YARC

In September, every child completes the York Assessment of Reading Comprehension (YARC) which provides an in-depth analysis of a pupil's reading ability, including Standard Age Scores, age equivalent scores and percentile ranks for comprehension, rate and fluency. This is then used to help inform appropriate interventions. As part of our termly assessment weeks, targeted children are re-tested using YARC to measure the impact of interventions. These scores are also used as part of our robust pupil progress system and tracked on the individual class trackers.

Family Involvement

All children have a reading record where families can record hearing their child read at least three times a week. If reading records are not regularly returned, class teachers should speak to families about supporting reading at home and when necessary SLT will arrange a meeting with families. Regular coffee mornings are held where support is provided in hearing a child read and on phonics strategies.

Training of Staff

All staff are trained in reciprocal reading when they join the school. Regular drop-ins during reading sessions are carried out in order to give staff feedback on the running of these sessions. As part of their professional development, staff will also be released from class/use their non-contact time to observe good practice through school.