



Reading Policy: The Reading Curriculum

Reading for pleasure

- We know that children who enjoy reading make better progress than those who do not, across many areas of the curriculum. As such, encouraging reading for pleasure is a key aim of our Reading Curriculum.
- We organise an Annual Book Week and author visits to help encourage reading and writing for pleasure.
- The school's 'Author of the Term' ensures the involvement of the whole school and encourages discussions across the Key Stages. Teachers plan for book talk in a range of ways.
- We use Didcot Library as a valuable resource – both in terms of staff knowledge and stock of books.
- All teachers strive to keep up-to-date with children's literature, including film versions of books. These are factors in purchasing decisions. The Literacy subject leader can provide advice where needed. The website www.lovereading4kids.co.uk is also a valuable resource for finding out about current children's literature.
- Every class has a class book which is read to all pupils daily.

Individual reading

- In Reception, children read to an adult individually once a week; at least every other week, this is to their class teacher.
- From Y1 upwards, each class teacher will hear every child read as part of a group every week (during a Group or Guided Reading session) and individually at least once every three weeks. However, all children – and especially those vulnerable to not making the expected progress - will be heard read more regularly than this by reading to teaching assistants, parent helpers, their reading buddy or a peer.
- Listening to individual pupils reading helps class teachers ensure pupils are reading books at an appropriate level of challenge (see below) and moving through book bands / books at an appropriate pace. A child will have one 'teaching book'; that is, a book at instructional level chosen specifically to help the child develop their word-reading and comprehension skills. At the early stages of reading, this will be chosen from the relevant group of banded books to ensure it is appropriate for the child's reading ability and checked by the teacher/TA, including through running records where appropriate. Children are not expected to read every book in a given band before moving on; progress should be determined by the speed of the child's developing skills.
- Those children who are 'free readers' – able to choose longer books which might not be banded or levelled in the same way - will be closely monitored by the teacher/TA. If there are any concerns over their book choice, a running record will be carried out to ensure it is at an appropriate level for the child.
- Where children are heard read in school, this will be acknowledged in the child's Home-School Reading Record. This will usually be in the form of a stamp with initials or, if necessary / required, a more detailed comment about the child's achievements and targets.
- Reading diaries are checked in class regularly during the week to allow comments from parents to be responded to quickly
- 'Quiet reading' in class is not an effective method of teaching reading. As such, it is used very rarely. More effective alternatives, such as the taught sessions in Reading Workshop / Guided Reading, or paired reading, are used instead.
- Teachers should ensure that the child is being exposed to a range of different genres and encourage the child to broaden their reading choice.

How we teach reading

- In Y1 – 6, every child takes part in a teacher-led guided or group reading session at least once a week. They may also take part in additional sessions each week led by a Teaching Assistant (TA).
- Guided Reading is usually part of a wider 'workshop-style' session including carousels of other book-or literacy-based activities for the groups not taking part in a guided session.
- Guided Reading sessions are carefully planned and have a clear Learning Objective. Guided Reading groups are made up of children of a similar ability, reading a text appropriate to their reading level. Pupils are typically grouped by their reading age to ensure their decoding ability is at a similar level.
- When pupils are able to read independently for a period of time, each child reads the passage independently to avoid turn-taking and reading aloud within the guided reading group. *See Appendix 1 for guidance on the stages within a guided reading session.*
- Guided Reading sessions are followed up with a focused, set activity to consolidate, extend or serve as evidence of their learning within the session. These are linked to the given LO of the session, and are usually recorded in Reading Journals. They are not 'free choice' but are prescribed by the teacher to ensure they link to the intended learning within the session. Activities are then checked and discussed with the teacher, typically at the start of the next guided reading session.
- The guided reading group should experience a range of different text genres from fiction, nonfiction and poetry.

Reading at home

- All children should read at home five times a week for at least 5 minutes.
- This includes any genre of reading – book, magazine, newspaper – and includes children reading to their parents or the parent reading to the child.
- The child should read the same book at home and at school during at least some of the reading sessions (the child is, however, free to read other texts at home as well as their school book).
- Parents should acknowledge all reading done at home in the child's Home-School Reading Record to enable this to be discussed in school.
- Focus questions will be provided to assist parents/carers as they question the child.
- All children are provided with a Book Bag as they join the Foundation Stage. The children should continue to use this throughout their time at school. If necessary, it can be replaced with an appropriate alternative to transport books to and from school, but please ensure this comes to school with your child every day.

Aims and rationale

Reading is central to our creative, motivating and challenging curriculum. We use the National Curriculum Programmes of Study to guide planning for the formal teaching of reading, and assess pupils' attainment in relation to the objectives contained in these.

Reading within literacy teaching

The teaching of reading in literacy lessons falls mainly within the first phase of each literacy unit. In this phase, reading and annotating a range of different, good quality text examples is key to helping pupils develop the appropriate models to write effectively across a range of genre. It is also expected that pupils will read different texts in other curriculum subjects, as well as reading for enjoyment and pleasure through, for example, buddy reading and reading activities within guided reading.

Assessing reading

Assessment in reading is ongoing.

Standardised tests (New Salford Sentence Reading Test) are used to measure reading ages of each pupil several times a year. This focuses largely on decoding ability but can also be used to measure reading comprehension ages.

Running Records are used as necessary to provide a diagnostic assessment, highlighting any gaps in the strategies which children are using when reading.

Teachers use tracking grids, showing Key Performance Indicators for reading, to assess a child's reading skills and understanding on an ongoing basis.

Notes and observations will be collected from guided reading group activities and class discussions to inform assessment judgements. Termly, Rising Stars progress tests and optional QCA tests at the end of the year feed into these judgements by providing an objective measure of a child's developing attainment in reading.

Reading Interventions

Selected children take part in a range of reading interventions. These include Reading Recovery, Better Reading Partners and Project X CODE. These interventions are carried out by trained teachers and TAs and provide feedback to the class teacher to inform their planning and assessment. These interventions also contribute to a robust tracking of the child's progress in reading.

Reading Resources

A specified amount of the school's budget will be assigned to reading. Each class will be given money to ensure their class libraries remain varied, current and rich in high quality texts.

Teachers will keep track of reading books to ensure they are returned to school.

A range of reading schemes are book banded to Reading Recovery levels.

A range of audio books will be available to children in all Key Stages.

Teachers will ensure their class visit the school library when necessary. Each child is provided with their own school library ticket. Didcot Library will also be made available to the children through organised class trips.

The Reading Environment

A class reading corner should be inviting, comfortable and attractive. The area should be well looked after, tidy and organised. Classes should have prompts to assist the children in their book choice and children are invited to write book recommendations for their peers.

Appendix 1a: Suggested teaching sequence for guided reading

1. Decide on the objectives for the group. Select these objectives in the context of the group's targets for reading

Consider:

- Which reading strategies are established
- Which reading strategies need to be practised and consolidated
- Which reading strategies need demonstration and development

2. Select a text

The teacher should select a text at the children's instructional level. Children should be able to read the text at between 90% and 94% accuracy and with understanding. The choice of text must be considered carefully as difficulties may lie in the concepts, the language structures, the vocabulary, the cultural references and organisation. A guided reading text should not present too many difficulties because both meaning and motivation may be lost. If a text is too easy there will be insufficient challenge for the group.

3. Introduce the book / strategy check

During the introduction and strategy-check the teacher:

- Sets a purpose for reading
- Encourages links with previous experience and draws attention to important ideas
- Gives opportunities for children to discuss new vocabulary
- Reminds children of the repertoire of strategies they can use

This ensures that by the time the children read the text they:

- Know that the reading will inform and interest them
- Have certain questions in mind which they will expect to answer

Have some knowledge of how to solve problems within the text

4. Independent reading

All guided reading sessions should include independent reading

Following the introduction and strategy check each child reads the text independently. The teacher may intervene to deepen a child's understanding, ask questions or focus on a teaching point, giving praise for use of specific strategies where appropriate.

5. Returning to the text

This is an opportunity to review the use of particular strategies and to revisit the questions discussed at the start of the session. Encourage the children to identify issues requiring clarification or discussion.

6. Responding to the text

Allow time for the children to respond to the text, develop and justify opinions, and explore personal preferences.

7. Next steps

Assessment of the children's learning during guided reading will inform the next steps for your planning. This will involve the selection of appropriate objectives for the next session in the context of the reading targets. Children may be directed to follow up their guided reading with further reading of the text as reading at home or at other times during the school day.

Appendix 1b: Purposes and aims of Guided Reading

In the earlier stages, the teacher:

- Focuses on the use of a range of reading strategies
- Draws attention to unfamiliar ideas, making links with experience where possible
- Draws attention to key vocabulary including high frequency words and new words or structure
- Probes understanding and encourages reading for meaning
- Monitors and assesses individuals
- Encourages response to the book through discussion or follow-up activities
- Supports attempts to read independently and self-correct
- Promotes enjoyment and appreciation
- Observes, prompts and praises the use of the range of teaching strategies

As children develop as readers, the teacher revises and develops the above and:

- Teaches strategies to further develop comprehension
- Encourages self-regulated comprehension
- Uses opportunities to teach and reinforce decoding where appropriate
- Enables pupils to identify and comment on the structure, features and organisation of texts
- Probes understanding and interpretation of texts by promoting the use of deduction, inference and interpretation of ideas and events
- Enables pupils to explain, comment on and respond to a writer's use of language
- Teaches strategies to enable pupils to summarise, generalise and develop an overview of the text