



Policy for Reading – Word reading and comprehension through reading and listening.

Introduction

This document is a statement of the aim, principles and strategies for teaching Reading – Word reading and comprehension through reading and listening at Hartlip Endowed Church of England Primary School.

Learning to live! Living to Learn!

Inspired by our founder Mary Gibbon, we are a welcoming, nurturing community, providing the opportunity for each person to recognise and fulfil their God given gifts and abilities. Through a creative, inclusive curriculum, we inspire all to be lifelong learners, equipped with the skills needed to be thankful, generous members of society.

Explaining our Bible references

Our Vision at Hartlip School is embedded in the imagery of God/Jesus as the Good Shepherd. We draw upon these images in both the Old and the New Testament of the Bible. We believe that our daily living in school, directed by our values draws parallels to that of a shepherd taking care of his sheep.

Our Values governing our every day school life

Our Christian School Values are: Friendship, Forgiveness, Peace, Trust and Thankfulness

Friendship: As the Good Shepherd cares for every member of the flock, we live together in friendship. In learning to live, we accept that not every person may be our friend and at times, we may, like the Lost Sheep, lose our way. Despite our difficulties, we are all still members of the same flock. We care for each other and treat others in the way we would like to be treated ourselves.

Forgiveness: In order to live in friendship, we must learn forgiveness. We recognise that in living together, we will make mistakes. We understand that to live in friendship with each other, we must learn to forgive each other, in the same way that God forgives us:

“forgive each other, just as in Christ God forgave you.”

We teach that we learn from our mistakes. By forgiving others, we ensure that we live in friendship:

“Be kind and compassionate to one another, **forgiving** each other, just as in Christ God forgave you.”

Peace: When living in friendship with each other and learning to forgive each other, we experience peace. This learning extends beyond our school community in to society. To live in a peaceful world, we need to cascade friendship and forgiveness.

Trust: As the sheep trust the shepherd to take care of them, we learn that Christians believe God takes care of us. Our school community is a safe environment where all can flourish. Children and parents trust staff to provide a nurturing, caring and safe environment where all can fulfil their God given gifts and abilities. Children, parents and staff trust the leadership of the school to ensure their



safety in an environment whereby everyone can thrive. In the same way that a shepherd protects sheep from all harm and danger, the school does likewise for its members.

Thankfulness: Just as a sheep is thankful for the safety of a rich environment, so too are we thankful for our school community and all that it offers. We learn to be outward looking, thinking about 'we', as opposed to 'me'. We try in all things to 'give thanks,' to be grateful for what we have and to give to others less fortunate than ourselves. We seek to serve and extend this learning in to a wider world, learning to live!

Introduction

At Hartlip Endowed CEP School, pupils and their families can expect a high-quality English curriculum.

As stated in the English National Curriculum (2014), "all pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education."

"It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations—something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own."
Katherine Patterson

Intent

Aims and objectives

At Hartlip, the fundamental school values of learning to live, and living to learn is hinged on the understanding that learning to read and reading to learn.

The Talk4Writing approach incorporates access to a wide range of high quality texts to extend children's understanding of different genres and the literary devices that authors employ to highlight important concepts within a text, strengthen the narrative and help readers connect to the characters and themes.

At Hartlip we recognise that reading is not simply the decoding of words on the page but involves the ability to read and understand a wide range of different texts, including fiction, non-fiction, poetry, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning. It has a direct effect on progress in all areas of the curriculum and is critical in developing children's self-esteem, confidence and motivation.

At Hartlip we are committed to teaching children the following skills:

- To read aloud fluently and with expression
- To read for meaning
- To read a wide range of fiction, poetry and non-fiction materials
- To specifically teach the systematic strategies required for reading including,
 - Phonics (identifying letters and their sounds and blending them together)
 - Visual (whole word recognition and analogy to known words)



- Contextual (use of picture and background knowledge – including in upper years elements of predictive inference and use of similes to aid comprehension)
- Grammatical (which words make sense – understanding of syntax and the structure of the English language)
- To recognise vocabulary, grammar and literary devices in texts which can be used effectively in writing.

Implementation in Teaching and Learning

The Reading Environment

Classrooms and all school areas should provide a print rich environment to promote the importance of reading. Reading displays should form a part of that environment. EYFS and KS1 classes should have welcoming book corner as well as access to the library reading area. KS2 classes should have an attractive book area containing reading books at their level of reading and a display of books supporting learning of all foundation subjects being taught for the current term.

Reading in the curriculum

Our curriculum is rich in opportunities which help develop reading Teachers should take every opportunity to develop reading skills in the wider curriculum and curriculum medium term plans reflect this. Furthermore, the curriculum itself gives the children contextual knowledge which then allows them to access books with challenging vocabulary.

Our reading curriculum follows the National Curriculum 2014 and is incorporated by teachers into their planning using the statutory and non-statutory guidance. The curriculum content is designed to be progressive and challenging for all. Teachers will plan to support children where necessary and challenge children who grasp the curriculum quickly.

Daily Reading

Teachers build in 'daily reading' opportunities, often within English itself, but may be completed as part of a separate activity such as guided, reciprocal, paired or buddy reading or through other subjects.

Teaching of early word reading skills:

Our EYFS and KS1 curriculum focuses heavily on developing skilled word reading by balancing the ability to speedily working out of the pronunciation of unfamiliar printed words (decoding) and recognise familiar words in print. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. The dominance of phonics in the early teaching is key to developing this skill in those beginning to learn to read (i.e. unskilled readers).

Guided Reading

This is used in reception/year 1 class once children know enough sounds and can blend sufficiently well. It is then used throughout year 2 and Key Stage Two to continue to support pupils who still need this approach to supplement work on the whole class text.



For small group guided reading the class is divided into groups of no more than 6 children of similar reading ability. The teacher works with a key group while the other groups are working on follow-up or text related activities, SPAG or handwriting activities. Texts should be carefully selected at instructional level for the group and plans for each session should reflect a specific teaching focus appropriate to the group. Planning for guided reading should include details of the text used and reading level. Questions posed should reflect the needs of the children, with specific focus on key questions to reinforce specific skills. In EYFS the children move towards working in a guided reading group as their reading, listening and concentration abilities develop.

Whole Class Guided Reading

Whole class guided reading is an activity used across the whole school, with close links to the Talk4writing programmes – enabling access to a range of stories and passages, focused on a particular genre, to enhance both word reading and comprehension skills as well as modelling the literary devices children could use in their own writing.

This typically takes place during literacy lessons, although opportunities will also be maximised to include other curriculum subjects. During whole class guided reading the children can access a text which may be challenging to them individually as they are supported.

The teacher should read alongside children and model the reading skills and strategies. This could include;

- highlighting links to words that should be recognised as part of NC expectations for their year group.
- using a “think aloud” technique to explain the inferences and imagery within the text
- using questions to pre-empt misconceptions about novel or extended vocabulary and highlighting the use of hyperbole, persuasive language and bias.
- highlighting literary techniques used by the author to engage the reader and engage an emotional response
- drawing attention to the structure and style of different types of writing genres.
- Discussing ideas to help the children to reach a deeper understanding of the text.

Whole class guided reading should have a specific focus and be inclusive of all children – adapting and differentiating questions to support a growth in word reading and listening comprehension skills to meet individual needs.

Structure of a Small Group Guided Reading Session

Book Introduction - This provides the context for the reading. Adult with group Prepare the children, providing support through reading the title, talking about the type of book and looking at any pictures. Aim to give them confidence without reading the book to them. If necessary, locate difficult new words and unfamiliar concepts or names.

Reading around – The teacher, then each child in turn reads a small extract aloud while the others follow.

Strategy Check - Adult with group review specific reading strategies that the children have been taught and remind them to use these when reading.

Independent Reading - Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. This will inform assessment and notes can be made on the plans or TIPPS sheets. Praise correct use of reading strategies. Prepare activities for



'fast finishers' e.g. choose their favourite part of the story and think about why, find a similar book to compare, think about the answer to a question you have posed and prepare to report back

Returning to the Text - Briefly talk about what has been read to check children's understanding and address any misunderstandings of vocabulary or concepts if necessary. The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

Follow Up - This may be developed as a separate activity during next Guided Reading session. An element of the text can be used to teach a specific point related to the current Literacy or SPAG focus. Children may be given the next section/chapter of the book to read with questions to think of as they read.

Independent Reading for pleasure and with Buddies

Promoting and embedding reading for pleasure is a whole school priority. Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors. From Year 1 onwards there will be timetabled opportunities for periods of silent reading or paired reading every week. In addition Reading Buddies enables children from KS2 to share their reading skills and love of stories with children from lower years, whilst simultaneously supporting less able readers to develop their reading skills and recognise reading as a valuable pleasure.

Word Reading Strategies and Teaching Prompts

Self-correcting - Children can use several strategies to check and confirm when reading independently. You made a mistake – can you find it? How did you know...?

Monitoring - Children expect their own reading to make sense. Use the picture to help you. Remember what's happened already. Look at the beginning/end of the word and see if you can work it out.

Blending sounds together for reading - Children can identify phonemes and blend them together to read phonetically regular words. Can you sound it out? Can you blend those sounds together? Can you segment that word?

Predicting - Children know that written text has to make sense. Does that sound right? Can we say it that way? What do you think it might say to make sense?

Fluency and expression - Children take note of punctuation, and use appropriate expression and intonation. Look at the punctuation. Read that bit again and make it sound like talking. Locating known words Children know and recognise high frequency and familiar words. Can you see a word you know? Can you find that word again?

Cross-checking - Children can cross-check one reading strategy against another to avoid or correct errors.

Reading and Listening Comprehension Skills

Teachers plan a programme of Guided Reading with a focus on developing the essential skills in reading responding to the needs of the children in their cohort and combine both word reading,



highlighting phonetic links and analogies to word and sound families, with a focus on the whole range of comprehension skills.

A balance of comprehension skills will work on the VIPERS skills set.

- Vocabulary - including familiar words used in unfamiliar ways “starved for affection”.
- Inference –using evidence from the text to explain and justify a perspective or opinion.
- Predict – how the story might develop from the details stated and implied.
- Explain – how information or narrative content is related and contributes to the meaning as a whole, including the choice of words and phrases and comparing different texts
- Retrieve – To select key information, identify the key details from fiction and non-fiction texts.
- Sequence (KS1) / Summarise (KS2) - to identify the sequence of the main events in the story. In later years children will also be taught how to summarise main ideas from more than one paragraph

Teachers will provide regular opportunities for pupils to engage in reading for pleasure. This reading can be about a subject and genre of their choice and not restricted to book reading. Teachers should demonstrate a love of reading by being readers themselves.

Whole Class Story

Learning to live and living to learn necessitates embedding a love of reading through the use of high quality texts, adapted to develop reciprocal reading and writing skills as part of Talk4Writing. These texts can come from Pie Corbett’s Reading Spine, quality non-fiction genres and poetry and further supplemented by quality and award-winning texts from the world of modern children’s literature chosen to reflect the needs and interests of their individual cohort for that year.

Reading Records

Pupils will have reading records and contact books to reinforce the continued expectation to undertake regular reading practise at home.

Inclusion

We are committed to providing effective learning opportunities for all pupils applying inclusion into planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils’ diverse learning needs and be aware of the needs of differing genders, special educational needs and disability, as well as different culture, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils. Our reading collections should include books which reflect our diverse, multi-cultural society.

Special Educational Needs

There is a commitment to high achievement in reading by children regardless of gender, race, class or disability. Reasonable adjustments are made by the class teacher to ensure individual learning needs are planned for to allow all children to succeed.

Teachers use children’s learning plans to design tasks, adapt teaching approaches and produce resources to support children with special educational needs. Teachers must both provide support for children with SEN who struggle to access the curriculum and challenge for children who have strengths



in reading. Planning for SEN should address their barriers to learning in order to allow them to fully participate in school life.

Impact Assessment, Recording and Reporting

In the EYFS and KS1 children have regular phonic and common exception word assessments to keep track of their progress. This continues into Key Stage 2 for pupils who are still working at the phonic stage or struggling to maintain age related.

In addition to phonics assessment children in KS1 and KS2 are formally and informally assessed in a number of ways

- Isolated word reading skills,
- Hereford Reading Age Test (word reading ability)
- comprehension skills and
- PM Benchmarking (fluent reading level and verbal comprehension skills)
- Year group focused reading comprehension test papers – reading and written comprehension skills
- Teacher records from guided
- Individual reading observations (running records alongside targeted questioning)

Teachers use all these sources of evidence to populate Target Tracker, which contains the National Curriculum Statements for each pupil to reflect the achievements observed and recorded over each term. This enables teachers to maintain a clear knowledge of what level the pupils are working at and what their next steps are.

Reading is assessed formally at the end of each term (six times a year). The assessment date is used as part of a cycle where it is analysed by class teachers, the subject leader and the assessment leader. Reading progress and attainment is discussed in detail through regular pupil progress meetings and next steps are identified.

Assessment:

- Enables opportunities for formative assessment which is used to develop children's learning further
- Enables effective tracking of pupil progress to identify areas for development in pupil's knowledge, skills and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Parents as Partners

Co-operation and support from parents is paramount if a child is to become a successful and competent reader and we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to practise reading at home as well as reading favourite bedtime stories.

Parental Meetings

Parents meetings are organised every season of the school year in each year to discuss ongoing achievements and progress in all areas of the curriculum including reading. Further individual meetings



are organised for parents who are struggling to get their child to read at home or who need support with strategies.

Home Reading Books

Children working in phases 1 to 5 of phonics will take home books they have read in guided reading which are linked to the phonics scheme. They are also encouraged to choose a book from the library for parents to read to them at home.

Thereafter Teacher's select books for children according to their reading ability and interests and ensure that children only take home books that they can read successfully (95% accuracy) to reinforce and build their success and confidence as a reader. Teachers should also overview the selection of books by more confident and able readers to ensure that they are diversifying in their book choices and to be an encouraging role model. Pupils can also borrow a book from our non-fiction collection which is organised around the class curriculum rather than book bands.

Pupils then take their reading book home together with their reading record book and read it to their parents/carers who will sign it as proof that it has been read. There should be a space for comments from parents and teacher when appropriate. Regular comments from teachers should guide the focus of parents at home.

Role of the English: Reading Leader

The Leader will:

- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and frameworks.
- Monitor the quality and effectiveness of teaching and learning and pupils' progress and standards.
- Provide timely and appropriate feedback to staff following all monitoring
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment
- Monitor, analyse and question assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the budget and monitor resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into lessons.

Resources

Books are the main physical resource for reading. All resources will be listed, stored, be easily accessible and kept in good condition.

Other vital resources include:



- Bug Club guided reading resources
- Magazines, newspapers and non-fiction genres.
- Reading records and templates for assessing progress
- Guided reading planning and record sheets

Safeguarding

Due account will be taken of health and safety guidelines and appropriate risk assessments for out of school visits. Please see the school's Safeguarding Policy.

