

Farmilo Primary School and Nursery

READING POLICY



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Adopted by Governing Body:

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Farmilo Reading Policy

At Farmilo we believe that every child should leave us a reader; someone who has a love of books and stories and can talk about books with passion. We will provide them with the early and developing reading skills to enable this to happen.

How will we do this?

In Foundation stage and Key Stage 1, children are taught reading through **individual** reading sessions. Each child will read with a teacher at least once a week, individual reading is also used as an intervention with children who are not at age-related expectations. As the children's decoding improves, teachers use Whole Class Reading to further develop comprehension.

What does an individual reading session look like?

Systematic phonics is taught throughout FS and KS1 and teachers will refer to this teaching during an individual read. However, this is not the only method used, as we find that children make accelerated progress when they learn to use a variety of strategies to help them read words and understand their meaning. Therefore, an individual read will combine phonics teaching, (using the visual information) and teaching the skills to use the meaning of the story and the structure of the sentence to derive the words on the page. An individual reading session in FS and early KS1 will involve:

A Book Introduction, which involves discussing:

- The title
- A brief outline of plot (a story about...)
- Character names
- Setting
- Difficult or new words (within reason)

This is followed by an immediate read and ensures that the first read will be successful (rather than too much sounding out, which impedes understanding).

First read. If child gets stuck ask-

- What can we do to work that word out?
- Go back to the start of the sentence... get your mouth ready....what's the first sound?
- Can you sound it out?
- What would make sense in this story?

Mistakes If child makes a mistake don't immediately correct them,

- Wait and ask at the end of the sentence or page....

- Did that start with the right sound?
- Did that sound right?
- Can you say that?
- Model the child's mistake, can they spot it?

Praise and Prompt

- At end of each session give a praise for a strategy they used well (did they use their phonic knowledge, the meaning of the story or sentence structure to arrive at a word? Did they reread to check the meaning, fluency, expression or punctuation?)
- Then give area for development (prompt) - discourage guess work

Strategies to aid independent reading in the session

- Hang fire! Don't correct mistakes until your praise or prompt **unless** the text is too hard
- Don't react (smiling, nodding, pointing, frowning etc) children become dependent on this
- Sit back - let child take the control of the book
- Encourage finger for 1 to 1 matching, when this is established children should take away pointing finger and use eyes only
- Insist on good reading position at a desk from day 1

Farmilo has chosen PM books to bet support our early readers in developing meaning, structure and visual strategies, as well as tricky (sight) word vocabulary. Phonics decodable books are added in once the children have enough phonic knowledge and sufficient blending skills to access meaningful stories. We also find that PM stories engage the children very well, whereas Phonics books tend to have little story or meaning.

Shared Reading

This is an interactive reading experience for FS and KS1 children, that occurs when children join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader. Students observe an expert reading the text with fluency and expression. The text must be large enough for all the students to see clearly, so they can share in the reading of the text. It is through Shared Reading that the reading process and reading strategies that readers use are demonstrated. In Shared Reading, children participate in reading, learn critical concepts of how print works, get the feel of learning and begin to perceive themselves as readers.

Some of the benefits of Shared Reading:

- Allows students to enjoy materials that they may not be able to read on their own.
- Ensures that all students feel successful by providing support to the entire group.
- Students act as though they are reading.
- Helps novice readers learn about the relationship between oral language and printed language.

- Assists students in learning where to look and/or focus their attention.
- Supports students as they gain awareness of symbols and print conventions, while constructing meaning from text read.
- Assists students in making connections between background knowledge and new information.
- Focuses on and helps develop concepts about print and phonemic connections.
- Helps in teaching frequently used vocabulary.
- Encourages prediction in reading.
- Helps students develop a sense of story and increases comprehension.

More able Key Stage 1 children also take part in Whole Class Reading sessions where they can be more on focused developing vocabulary, unpicking the text, inference and deduction skills through group discussion. KS1 Teaching Assistants have also been trained in the **Switch On** programme to enable more children to have intensive reading support where required.

In Key Stage 2, children may still be taught reading through individual reading sessions, as well as through Whole Class Reading.

What does Whole Class Reading session look like?

Whole Class reading aims to take children who can decode and move them to a level of deeper understanding of more texts through the development of comprehension strategies, the acquisition of more vocabulary and exposure to a wide variety of topics, thereby increasing their knowledge base.

Whole Class Reading in KS1

In KS1, Whole Class Reading is completed from Y2. There are 4 30 minutes sessions a week. The first 3 sessions are focused around:

- ensuring children can decode the text and increase their fluency of the text
- making predictions
- vocabulary work (word meanings, synonyms, antonyms)
- sequencing events in the book
- identifying key features of different texts

The final session on a Friday is focused on the children's retrieval and inference skills around the text.

In Y2 we use high quality picture books as the basis of our text. They are challenging for the children but the texts also allows them to apply their phonetical knowledge and common exception word knowledge so that they can read the texts fluently independently.

Whole class reading in KS2 comprises four sessions per week.

Sessions 1 and 2

- increase vocabulary
- ensure the children 'get the gist' of the text

- increase their fluency of the text.

Each child should be provided with their own copy of the text to annotate.

The texts chosen should be

- challenging
- 300-500 words
- Contain 15-25 unfamiliar words
- Have 5-10 focus words

Initially the teacher reads the text aloud to the children who listen or follow along with a pencil. Whilst reading, the teacher models prosody and briefly explains new or difficult words. These explanations should ensure the children:

- Understand words to aid comprehension of the text
- Begin to understand words in a broader context
- Know how to pronounce and use words correctly

During this first session, there are various games that can be played to increase the children's familiarity and fluency with the vocabulary. For example:

- Matching words to meanings
- Finish the idea
- Choices
- Have you ever?
- True/false
- Word association
- Synonyms/antonyms

Next, the children get the gist of the text by boxing paragraphs or parts of paragraphs and annotating the main idea in the margin or by other activities like sequencing previously written main ideas, sorting those ideas that occur in the text or do not or correcting a set of summaries written by the teacher.

The fluency levels we are aiming for are 90 wpm in Y2 and 125wpm in Y4. Fluency can be improved by:

- Reading reporters
- Fluency check

Sessions 3 and 4

Begin with a short vocabulary quiz, and then focus on analysing the meaning of the text. This deepens the children's understanding of:

- Use of language
- Use of sentence structure
- Use of text structure

and their knowledge of the text

Their analysis of the meaning can be aided by a number of activities:

- Cloud of knowledge
- Sentence structure
- Graphic elements
- Links across text
- Tone
- Author's viewpoint
- How structure shapes meaning
- Character and setting development

The children will also complete a written task in these sessions, this could be

- Text dependent questions
- Framed questions (Steps 1-6)
 - Question
 - Collect useful information
 - Show & navigate frame
 - Model
 - Children use frame
 - Variations

Follow ups and pre-teaches can be used to support children who are having difficulties.

Targets and Recording Reading Progress

Objectives for the child's reading level are stuck into their planners so that parents can see on the areas they are working on. In FS and KS1, objectives met and next steps are recorded in Individual Reader sheets in the class reading file. KS1 complete a running record assessment on children before they move up a reading level, which is recorded in the reading file.

Whole class reading next steps are recorded through marking in the children's books. KS2 whole class reading is recorded and assessed through work in books and marking. Each class undertake a Bug Club levelled reading test at the end of each half-term, the results of which are logged on the Pierson Bug Club site and monitored by teachers and reading lead termly.

Reading Planners

Each child across school is provided with a planner, which has been developed over a number of years to best record home and school reading. These planners are monitored by the teachers weekly and by the reading coordinator termly. Children are incentivised to get all reading recorded through the reading challenge.

Choosing Books

Children are encouraged to make independent choices of reading books as soon as possible and whenever they need to. In Foundation Stage, children have a correctly levelled PM book, and later on, a phonically decodable book. In Key Stage 1, they have a reading book at their reading level (assessed by running record) and a free choice book (to be shared). Children remain on colour banded books until they reach lime. There may be children in KS2 who remain on the colour bands until they reach age-related expectations, however, for children who are at ARE, we made the decision to dispose of colour-banded books and divide the books into Lower and Upper Key Stage 2. The rationale behind this is that we believe this will inform the skill and that, if children have the desire to read and understand a book, they are more likely to enjoy their reading and read it

for pleasure rather than being forced to read something they wouldn't choose. Teachers monitor children's book choices are appropriate, all choices are recorded in sheet inside child's Topic book

Spellings

From Year 1, all children learn 10 spellings per week. These are based around a particular spelling rule so that the children are able to learn the rules of spelling and exceptions to those rules as well as the phonology of words and how to apply the rules to root words. Teachers can also choose to include specific Topic related words in the spelling list.

Reading Areas

All classrooms in the school are expected to have a reading area in which children can enjoy reading. It should be a space that is inviting and relaxing. Reading areas provide a place and opportunity for browsing, choosing and reading. They show features such as:

- A clearly defined reading area
- A range of books (picture books, poetry, shorter chapter books, longer novels, information books, reference books, children's own published books)
- Clearly categorised and labelled books
- Appropriate storage including book boxes, baskets, book stands
- A regular display focused on books, which changes regularly for example author, theme, text, children's book responses, reviews
- A pleasant and welcoming environment for reading through the use of carpet, cushions, materials, plants, posters

Class Book

Each class has a core text, chosen to support their topic. This text should be accessible with support but should offer the children challenge to help deepen their knowledge of that topic and its related vocabulary. Teachers should read aloud daily to maintain the children's engagement in the story, develop their prosody and model the qualities of effective reading aloud.

In FS the children's topics revolve around a text and all activities develop from its pages. This book is divided into weeks, each having a theme from the book, which is revealed through The Magical Storybox on a Monday morning. The children love it! Another 3 or 4 picture books are shared throughout the week, linked to topic where possible.

We also teach phonics through the Storytime Phonics programme, which we have chosen because it associates each phoneme with a real, good quality children's book. This increases the children's knowledge of excellent writing and ensures that all their phonic learning is grounded in top quality literature.

In Lower school, ten **core texts** have been selected for each class. These core texts should be ones that children will get to know and love and be embedded into their storytelling.