



Reading Policy

CHASING HORIZONS

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Aims

- To ensure that all children are taught to read at the appropriate level and that reading with a teacher is an opportunity to develop age appropriate skills.
- To establish an understanding of what makes a good reader.
- To identify accurate levels of attainment in reading for each child.
- To ensure that all children have an appropriate and challenging reading target set according to their reading level.
- To ensure that all children make accelerated progress through clear procedures.
- To develop comprehension skills of inference and deduction.
- To foster an enjoyment and love of reading for future life

The principles of effective teaching of reading

Guided Reading/Individual reading – which one is the most suitable?

It is recommended that **1-1 reading** is used with children as they start reading. The child may be at the very early stages of pre reading e.g. they may not have 1-1 correspondence of words yet. The purpose of 1-1 reading at this stage is to ensure that the child gains confidence in tackling new texts and has 1 person to support them in using a variety of strategies. The sessions are tailor made to the child and are highly individual. Children at this stage are not considered ready for guided reading – although this is at the teacher's discretion. The specific teaching of pre reading skills can be addressed with Nursery children by using Lilac no-text books. The teaching of specific reading skills (like directionality, 1:1 word correspondence, that print carries the meaning etc) can be taught one to one as well as small groups/whole class by using Big Books. Virtual books are not generally recommended to teach specific reading skills and concepts – because you can't turn the pages.

Once the children are able to read a text independently (usually around level 1c and above) then guided reading is another strategy that can be used. **Guided Reading** is the method used to teach small groups to become fluent in reading and develop the comprehension skills of inference and deduction.

In any situation we would expect the class teacher to use his/her professional discretion to decide if 1-1 reading might be more effective in enabling further progress, for those children who have been identified as not being on track, in the school's assessment data. We view 1-1 reading as a key strategy for ensuring the progress of children who are not on track for reading.

In EYFS and KS1 the teaching of reading is supported by a wide variety of texts both scheme and non scheme. Teachers are expected to plan guided reading sessions for those children in their classes that are at the guided reading stage. Guided reading should be delivered by the teacher. A follow up session can be delivered by a TA within the same week, using given objectives.

Please remember that 1-1 reading is recommended for those children who are at the bottom ability end of your class.

Most children in Nursery, Reception and year 1 will be 1-1 readers.

Book Changing

The teacher is expected to organise a workable routine where children's books are changed on a regular basis, according to the child's needs and ability. It is the **teacher's responsibility** to ensure that each child in their class gets the reading challenge that is needed in order to make progress. This will vary from child to child. It is expected that the reading diary is signed by the teacher at least every

week and any comments made by parents are responded to. It is expected that only the older children who are more confident readers will be able to change their books independently with specific direction to colour basket/level from the Class Teacher. In most cases children will change their books under adult supervision.

Cold Book changing

This means that a book is sent home that a child has never seen before. This is not best practice for children who are 1-1 readers as they are not confident enough at this stage to cope. Where possible for these children, a book introduction needs to be done. Please see below for the proposed 3 day model.

What is considered to be best practice in Guided reading or 1-1 reading?

General guidance

- Daily reading (either guided or 1-1) occurs outside of the main literacy session and lasts for 30 minutes. The teacher needs to hear every child read in their class at least 1x per week.
- Specific ground rules should be agreed and displayed that enables adults leading guided sessions to do so without interruption. There may be a specific sanction linked to interruption of guided sessions provided support is put in place (perhaps from more able peers) for children who struggle to work independently.
- Quiet, calm and focused class-rooms are most conducive to quality reading.
- In EYFS and KS1, the skills of reading should be explicitly taught to each child in whatever way is best for that child. This could be individually, in a group or during a carpet session with the whole class. (e.g. the return sweep, the directionality of the text, the way a book is held, how you turn the pages, punctuation, the blurb, contents, glossary etc).
- In KS2 skills that should be explicitly taught are – predicting events, understanding character, interpreting language justifying opinions, and exploring contexts.
- All teachers should set up and maintain a Reading file containing any guidance, planning and the Reading Record sheets. These should be made available to any member of the Leadership Team who is undertaking an observation of Reading.
- Each reading session should have a planned for objective which needs to be shared with the children. This objective can be repeated but comments that are recorded must demonstrate progression against that objective. The format for recording this in Appendix 1. Records should not be overly time-consuming but provide evidence of provision and progress towards targets. The reading folders provide evidence of systematic targeted teaching and assessment information for each child.
- Beginning readers are more likely to be working on AF1 and 2 and those that are more fluent will progress to AF3, 4, 5, 6, 7.
- During the daily reading session, the groups/carousel activities should be displayed so the children are aware of the objectives and the activities.
- Any carousel activity MUST be reading related and develop age appropriate reading skills with clear objectives displayed. Activities could include:
 - Practical games
 - Phonics activities
 - Reading research (using lap tops where appropriate) that is carefully planned for with a very specific, focussed outcome
 - Listening stations – where the choice of text is specific and the activities are targeted to the needs of the children.
 - Peer reading
 - Free choice from book corner
 - Follow up from group reading

- TA 1-1 reading
- Any recording that the children need to do in relation to reading activities is to be decided locally.

Guidance on Guided Reading

- Groups should be no more than 6 if possible – and who is in the groups is fluid
- Guided reading records must be completed during each guided reading session that is teacher led
- Always have a guided reading plenary that encompasses all activities that have taken place during that session, both guided and independent.
- Teachers should sign every child's reading diary at least every week. Teachers should note if the diary is not being signed by parents and take steps to address this. There is a variety of guidance available to parents should they ask.

Guidance on 1-1 reading

A suggested model of 1-1 reading practice could be:

- Day 1 – class teacher gives a book introduction attending to any tricky or technical vocabulary. The class teacher would also support the child in a 'first' read – (see Reading Recovery team for further suggestions).
- Day 2 – the teaching assistant hears the child read the same book
- Day 3 – the book is sent home – so the child is already familiar with the book and feels confident.
- Days 4 and 5 – could be given over to many activities to do with the book

Reading in Literacy sessions and across the curriculum

The teaching of reading can appear throughout the whole of the primary curriculum. Shared reading within literacy offers an opportunity to work on AF2-7 and clear questioning can be used to target pupils' comprehension. It would be expected that in Phase 1, when children are exploring a particular context or genre, that they should be exposed to a variety of reading activities to understand clear contexts for learning. In addition, reading across the curriculum, for example in topic, could be used to inspire and enthuse children's reading by researching the historical or geographical contexts in each year group. Evidence of these activities would be found within Topic planning and Topic outcomes.

Reading Resources

Home Reading/Guided Reading books

In order to ensure easy mobility of teaching staff across the Federation, ALL Home and Guided reading books have now been levelled by the Reading Recovery team, both in colour bands as well as small – step- number-progression within the colour bands as far as possible. Each site will have access to group sets of books. Books are levelled numerically (for small step progression) and by coloured bands. Please see the grid below for guidance.

Colour	National curriculum level	Year group of typical child
Lilac (no text book)	Up to P7	Nursery
Pink 1, 2	P7	Reception
Red (3, 4, 5)	P8	Reception
Yellow (6, 7, 8)	1c	Year 1
Blue (9, 10, 11)	1b	Year 1
Green (12, 13, 14)	1b*	Year 1

Orange (15, 16)	1a	Year 1
Turquoise (17, 18)	1a*	Year 2
Purple (19, 20)	2c	Year 2
Gold (21, 22)	2b	Year 2
White (23, 24)	2a	Year 3
Lime (25, 26)	3c	Year 3

**= upper end of the level*

There is a wide variety of fiction and non-fiction books so that children can experience different genres. There are books to stimulate the interest of all readers at all levels.

Literacy units should be based on high quality texts. It is likely that extracts from those texts will be used during teaching and learning time, however it is expected that children will engage with whole novels/stories. This would most likely be within the classroom setting but could be during assembly time. We believe that listening to stories allows children to hear a 'good model' of reading and fosters a love of stories.

The teaching of phonics/spelling patterns

Phonics is a necessary tool to the development of reading skills but it needs to be balanced with the overall 'meaning' of text and an understanding of how words relate to each other, rather than words in isolation, which risks becoming a focus on letters only. The Gipsy Hill Federation uses the SoundsWrite programme as our main teaching method, but we use the order of sounds developed by the Government in Letters and Sounds. Phonics teaching is integrated into literacy teaching, but is also taught discreetly, depending on the age of the children. As a general rule, the children receive discreet phonics/word level teaching as follows:

- Nursery – daily
- Reception – daily
- Year 1 – 3-5 times per week
- Year 2 – 3x per week
- Years 3-6 – at the beginning of a literacy lesson for around 10-15 minutes up to 3x per week, rather than 30-45 mins in one block

Spellings and handwriting are linked to the word classes and patterns being taught at that time. High Frequency Words are included in the spelling and phonic lessons for the younger/less able children.

Tracking Progress and Levelling Reading Ability

Teachers track pupils' progress in reading at the end of each term to ensure that assessment information is up to date.

Each child is given a reading level using the National Curriculum sub-level descriptors and using the Lancashire Grids. These must be moderated and teachers will consider where each child best fits using their knowledge of the children and all available evidence, e.g. guided reading record books/reading journals, termly reading assessments. If a child has had Reading Recovery then colleagues must liaise about levelling.

Children are grouped according to these levels, but groupings should remain flexible according to individual need and progress.



Pupil progress meetings

Every term, after each assessment event, the progress in reading of each child is considered. Data is provided for teachers to look at the progress of reading in their class as a whole as well as the progress of specific groups of children. These elements are discussed with SLT at pupil progress meetings. From these discussions, provision maps will be put in place to ensure those that are not on track, receive the support they need and those that are underachieving are receiving suitable challenges.

Pupil Progress/Assessment week

The Reading Recovery team are happy to support colleagues in the use of Running Records to establish appropriate reading levels and diagnosis of errors for any children about whom the class teacher is uncertain. Running records are used to diagnose errors in sight vocabulary and decoding only.

Reading Recovery and Year 1 screening

At the start of each academic year the RR team screen ALL Year 1 children using their 5 areas of assessment i.e. Letter Identification, Concepts about Print, High frequency Word Reading test, Writing Vocabulary Test and Hearing and Recording Sounds in Words (dictation). This process helps to identify children who need further support and to highlight areas needing further work within each class which can feed directly into planning. This analysis is shared with class teachers/Inclusion managers/SMT. To achieve the maximum impact data is fed back to staff by the first week in October by the Reading Recovery teacher based on each site.

The Reading Recovery team will also assess any newcomers to the school and feed back to class teachers if there are any areas of concern.

Reading Recovery is a 1:1 Literacy intervention for children mainly in Year 1 who fall between the ages of 5y 9m and 6y 3m. Its basic philosophy is to teach the bottom 20% of the year group, but the Reading Recovery team across all sites work closely with Inclusion senior management and may, on occasion, teach children in other year groups should the need arise. However, this would be an 'in-house' arrangement and no official data would be entered for that child. Children coming onto the lesson series are usually at or below P7 and are expected to make accelerated progress during the 20 weeks to reach the average within their class i.e. 1a. The Reading Recovery teacher will liaise with the class teacher, SENCo, parents and any other agency involved with the child's education. The team will also follow up the child's continued progress once they have been discontinued from the lesson series after 3 and 6 months. This information will be shared with the class teacher/SENCo.

GHF internal staff training

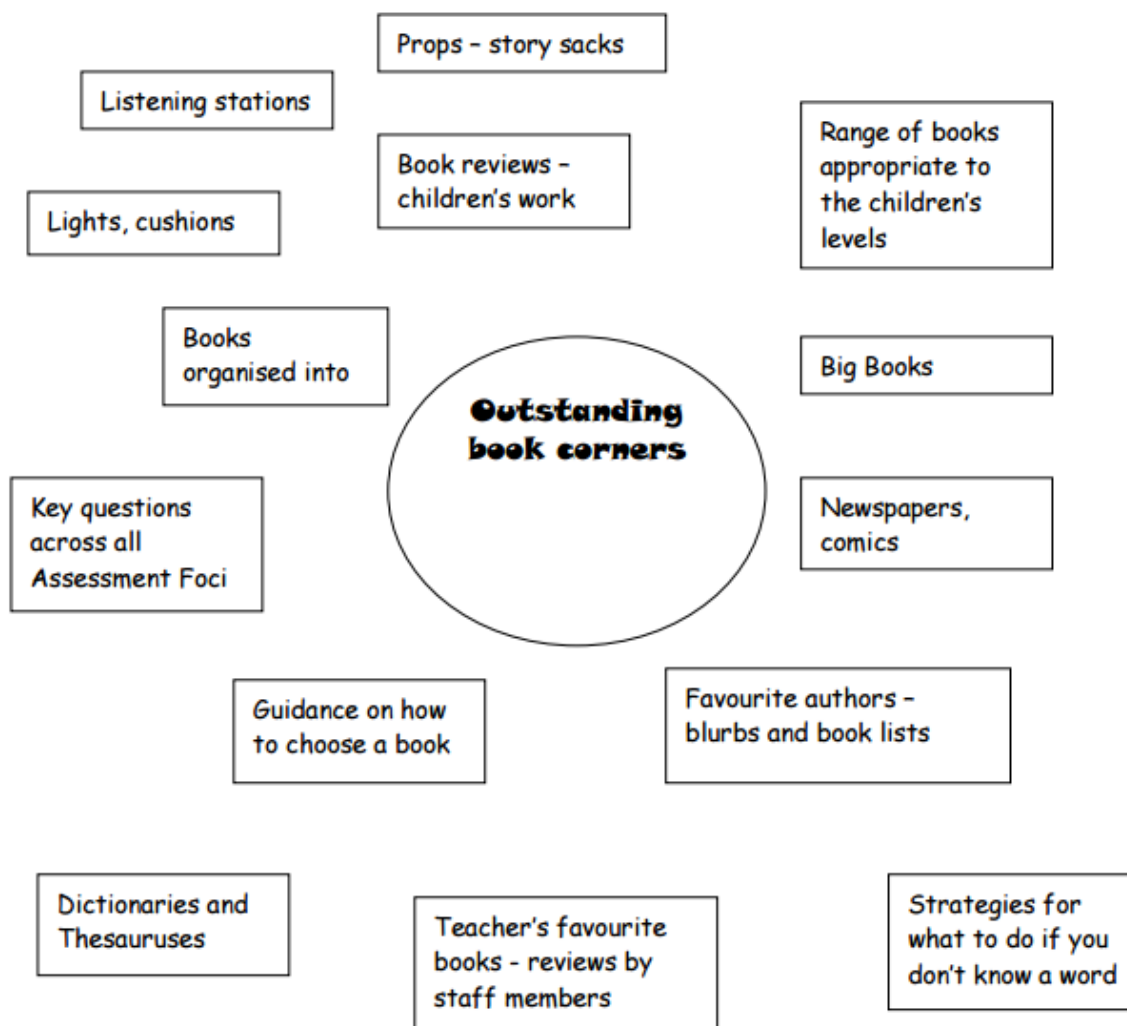
It is important that we share our specialist training throughout the year with both class teaching colleagues and teaching assistants in order to ensure continuity in the Federation's approach to reading and to ensure high quality reading intervention and support. Every year within the Gipsy Hill Federation Staff Meeting and INSET priorities, reading will be reviewed regularly. This will ensure all new members to the schools are up-to-date with reading practices and policies. Newly Qualified teachers will receive additional training to support them in the first quality teaching of reading.

Promoting reading within the classroom

Great emphasis is placed on the quality of book corners to stimulate interest and enjoyment in reading. We invest heavily in resources and expect all book corners to be of outstanding quality. Book corners form part of learning walks and also peer learning environment scrutiny. As children progress



through the school they can take greater responsibility for the organisation and care of book corners. We expect book corners to have the following features:



Area	Present	Comments
Are books organised in your classroom? Are there categories such as books we know well, easy reads, short novels, poetry, books about animals etc.?		
Do you use labelled baskets or boxes to aid browsing and choosing?		
Is shelving / storage adequate?		
Do you display some books face on?		
Do you create displays with children e.g. our top ten books, an author display?		
Do you display children's reviews and comments?		
Are there any extras e.g. cushions, carpet, chairs, plants, drapes, to give a warm comfortable feel?		
Range of books at right level?		
Is there a listening area?		
Do the children enjoy the book area?		

The following is further guidance from the CLPE- regarding book corners

Wider implications for Reading within the Community

The Federation sees its role as one of training and supporting parents and carers to promote maximum reading development within their settings. Every year Nursery teams conduct home visits to look at the home reading environment and offer advice and support. All new parents and carers for Nursery and Reception are invited to an Induction meeting in June where the importance of reading and books are talked about explicitly. Our expectations are made very clear to parents and carers.

Parents are warmly encouraged to come in at the start of the school morning on one day a week to read with their child in their classroom.

At the beginning of the Autumn term, reading workshops for Reception parents are run by members of the Communication Language and Literacy Faculty/Reading Recovery team. A pack is given out to each parent and it is strongly expected that all parents attend. The equivalent workshop for Nursery parents is delivered at the beginning of the Spring term once all have had a chance to settle into school.

The Federation has very strong links with its children's centres and any parents who are not engaging in school reading if their child is under 5, is directed to the courses and support they offer. We also have links with local secondary schools to offer ESOL classes for parents.

Parents and carers of any child of any age who is not engaging in the reading process with their child is asked to meet with the class teacher and/ or the family support team to ascertain the reasons for this and to offer any help and advice.

English as an additional Language

Pupils whom enter the Gipsy Hill Federation with English as an additional language are monitored rigorously as part of the pupil progress data tracking systems and reviews. All pupils are assessed by the inclusion team upon entry and banded on the suggest Government scale:

- Stage 1: No English (or in some cases silent)
- Stage 2: Basic English phrases, with limited grammatical sense
- Stage 3: Working towards fluency, with errors arising in more technical vocabulary and irregular grammatical senses.
- Stage 4: Fluent in English
- Stage 5: English is the pupil's mother tongue.

Provision for pupils consists mainly of clear differentiation within class work and home work. Where appropriate, pupils may be withdrawn for additional sessions, where this will assist the pupil to develop their language skills more rigorously. This could be in a 1:1 or small group set up.

In order to celebrate the vast amount of languages within our federation, World Book Day always carries a multi-cultural aspect in order to emphasise the value of all members of our community. This includes providing all children the opportunity to share their languages for other children to experience.

Parents for whom English is an additional language

Within the Gipsy Hill Federation Extended Services team, provision for EAL parents is put in place to engage parents fully within school life and especially to support reading. The federation has a range



of dual language texts, which further support the link between every pupils' mother tongue and English, should they be different. ESOL adult classes are also provided to parents to support their development of English by local secondary school teachers with previous experience of running similar sessions.

Within classes, parents whom have English as an additional language are still strongly encouraged to be a part of Parents In To Reading mornings across the federation site, where they can be exposed to a range of English texts and in some circumstances, texts in their own language to share with their children.

Within our Family Support Team, parents are provided with details of English classes within in local community, such as the Library and Adult Learning classes outside the Gipsy Hill Federation.

Daily Supported Reading

Teaching Assistants from Key Stage 2 are assigned to go to a Key Stage 1 class on a daily basis for 20 – 30 minutes and read individually with children or in small groups. This is to ensure that all children in Key Stage 1 are reading with an adult on a regular basis. Daily Supported Reading is a classroom programme which helps children to make accelerated progress in their reading.



Appendix 1

Example of a guided reading record

Guided reading record	Class:	Group:	Term:
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A – Absent / - not met learning objective ∧ - partially met learning objective Δ - met learning objective

Date	Text & learning objective						