

Mexborough St John the Baptist

Reading policy

Reading is essential to attainment and success across all subjects. Pupils who do not learn to read are effectively disenfranchised from participating fully as a member of society. At Mexborough St John the Baptist Primary School we are committed to enabling **every pupil** to develop into fluent, confident readers in order to be ready for the next stage in learning. We strongly believe that **reading is key to learning** and **fundamental to success** in the future.

Reading feeds pupils' imaginations and opens up a treasure house of wonder and joy for curious young minds. It is our ambition that by the end of their primary education, **all** pupils at Mexborough St John the Baptist are able to read fluently, and with confidence in any subject.

Intent

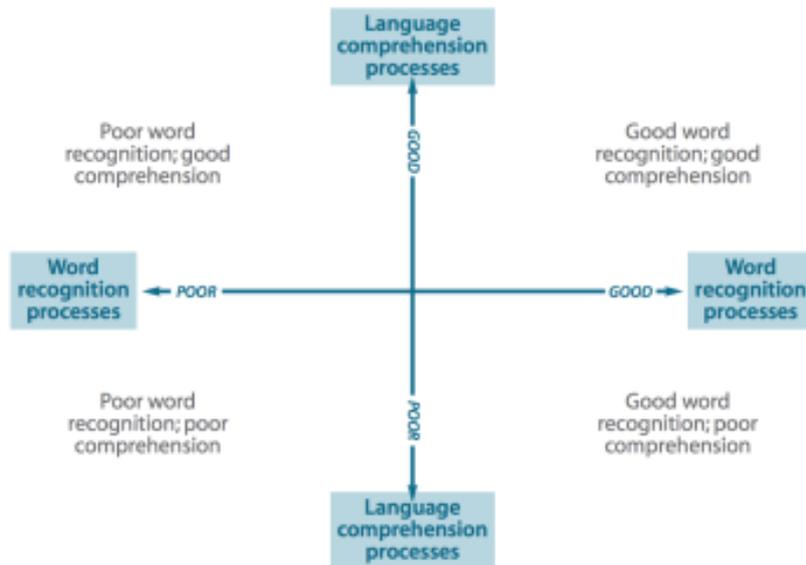
At Mexborough St John the Baptist we intend to foster an **outstanding reading culture** by:

- creating an environment where reading is **promoted** across the whole school.
- ensuring pupils make progress in their **reading skills** including decoding, accuracy, fluency, understanding, skimming and scanning and response to texts.
- ensuring children are aware of their own **progress** and development as a reader
- ensuring children are able to use a variety of **different texts** e.g. fiction, non-fiction, poetry, reports and understand their purpose
- creating a positive **reading culture** where children enjoy reading, want to read for pleasure on a regular basis and discuss their reading.
- encouraging reading outside the classroom through forging **strong links with home**.
- teaching children to **apply** the skills they learn in reading **across the curriculum**.
- implementing a robust and **comprehensive assessment and quality assurance** process which enables us to identify weaknesses and strengths and provide swift intervention.
- enabling children to become competent in the arts of **speaking and listening**, making formal presentations, demonstrating to others and participating in debate.

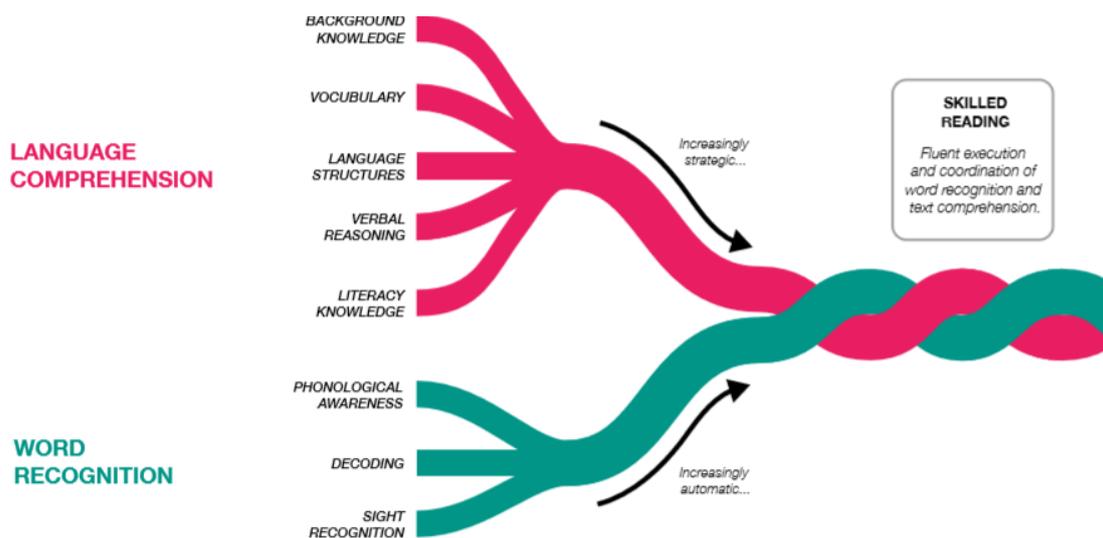
Implementation

Teaching of reading

At Mexborough St John the Baptist a **range of strategies** are employed in order to teach reading. These strategies are organised and managed by the teachers. We recognise the need to balance the teaching of the mechanics of reading, developing comprehension skills and fostering a love for reading. Therefore organisation of teaching of reading has a **degree of flexibility whilst ensuring rigour and quality**. To ensure progression and a cohesive approach the following guidance must be followed and is informed by the following models.



Scarborough's reading rope-the many strands to reading (2020)



Reading at Mexborough St John the Baptist

Teaching in these sessions across the school, focuses on developing pupils' competence in both word reading and comprehension as outlined in the National Curriculum Programme of Study for reading. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar words (decoding) and the speedy recognition of familiar printed words. This is why, at Mexborough St John the Baptist, phonics is emphasised in the early teaching of reading.

Phonics

Phonics teaching occurs in foundation stage and key stage 1 mainly. It must be consistent, well-structured, fast paced and multi-sensory. All children will be taught skills and knowledge following **Letters and Sounds**, in dedicated phonics lessons **every day**. Children will be grouped according to which phase they are working in and supported by well trained staff. Those children who have not completed all six phases of Letters and Sounds by the end of Key Stage 1 will receive intervention in key stage 2.

To further support the reading of children in foundations stage and key stage 1, phonically decodable books are used as a resource in group and individual and at times, whole class reading. These books allow children to apply their developing phonetic knowledge in a range of text types and genres.

In EYFS the teaching of reading is implemented by:

- Having book corners that are accessible, owned and loved by children, indoors and outdoors.
- Using core books to plan for children's interests and class topics.
- Reading with an adult using the levelled reading books at least once a week.
- Changing books regularly during a week
- Having enthusiastic staff who share their excitement about books with children.
- Having books available in all areas of the classroom.
- Using story props, sacks and boxes to enhance core books.
- Having well planned shared reading sessions that all practitioners are confident to take part in
- Opportunities for children to learn reading behaviours, for example, the recognition that print conveys meaning, the left and right directionality of English text, the purpose of punctuation.
- Involving parents in understanding the importance of early literacy through parent workshops, letters, home shared reading and reading books.
- Listening to a variety of genres, for example, non fiction, poems, taped stories, rhymes.
- Opportunities to retell and to act out stories using props and story maps.

In Key stage one the teaching of reading will include:

- small guided reading sessions (using agreed planning format-see appendix)
- whole class reading and comprehension (as appropriate-from year 2 onwards starting around Spring time)
- Shared reading of big books and texts
- 1:1 reading opportunities with teachers, parents and volunteers
- Vocabulary building
- Daily phonics lessons

- Cross curriculum reading opportunities
- Author studies

In Key stage two the teaching of reading will include:

- small guided reading sessions (using agreed planning format-see appendix)
- whole class reading and comprehension
- Guided skills sessions (based on assessment domains)
- Vocabulary building
- Shared reading of class texts
- 1:1 reading opportunities and interventions with teachers and parents and volunteers
- Phonics teaching if required
- Cross curriculum reading opportunities

The dominant format of delivery in reading instruction in each key stage is as follows:

Foundation stage –Group reading

Key stage one (year 1 and 2)- Group reading

Key stage two (year 3,4,5,and 6) – Whole class

Class texts

All classes have designed their curriculum that uses **high quality texts** to support its delivery of topics. These carefully chosen texts take into consideration: PSHE themes, authorial intent, strength of vocabulary, complexity of plot, geographical and historical themes. Where possible, the lexile measure is used to guide the texts chosen to gauge suitability for the age group.

Books taken home

In foundation stage and key stage one classes the children are to be given two reading books to take home which matches the appropriate level that they are at according to the benchmark assessment tool. In key stage 2 the children are to take one book home. The children are to change the books once they have finished.

Book Spine

Every year group has a carefully selected range of books that we deem **essential** that our children read. These are a mixture of picture books, stories, non fiction and poetry. There are between 20 and 30 texts in each year group. If a child reads every book in each year group between year 1 and year 6 they will have been exposed to over 100 high quality books! As the age groups increase so does the content, language, themes and structure of the books. These books are to be kept in school and shared in the classroom.

Reading for pleasure

Every class has a specific, allotted slot that is dedicated to reading for pleasure. It is during this period that children get to hear their teacher reading to them, regardless of year group. After this, the children will have the opportunity to read at their own pleasure (book banded

book, library book or book spine book). It is expected that staff also read during this time, modelling the behaviours and discipline required when reading.

Impact

Reading Records

The Reading Record is used as a liaison between parents and teachers. Teachers must comment in the reading records **at least once a week**. In Foundation Stage, Key Stage 1 and Lower Key Stage 2 parents are expected to listen to their child read, discuss the book and write a comment each time they read with their child. In Upper Key Stage 2 parents are expected to discuss their child's reading book with them and sign the reading journal each time they discuss the book or hear them read. Where children are not working at expected levels in Upper Key Stage 2 parents are expected to continue listening to their child read and commenting in the reading journal. All Children are to change their books when they need to.

A reading reward scheme is run through the whole school. Every two weeks, a child is selected by the class teacher to win a golden coin which can be used in the school book vending machine. The books that the child selects can be taken home as a gift. The reasons informing the choice of child for this prize include:

- The child's attitude towards reading
- The child's effort and/or progress in reading
- The child's willingness to engage in recommendations of books towards peers

Assessment

Mexborough St Johns Primary School aims to make assessment an integral part of the teaching and learning model. By using a comprehensive and rigorous assessment and tracking system the children of our school will have their needs met swiftly and appropriately and the impact of our reading curriculum can be measured.

Assessment of reading in foundation stage

Children will be assessed against the early years foundation stage profile and children benchmarked periodically.

Assessment of Phonics in year 1 and year 2

Children in year 1 will take the phonics screening to assess their ability in decoding real and non real words. In order to effectively track pupils progress in their phonetical development, phonic assessments will take place at the **end of every half term** in order to rigorously track progress in **year 1**, and for some children in **year 2**. Information gained from this assessment will identify children who need further support and identify gaps in learning for specific groups or cohorts of children.

Phonic assessments will come in the form of phonic tracker assessments and previous phonic screen tests which will check children's blending and segmenting abilities.

Assessment of Reading

Assessment of reading at Mexborough St Johns aims to bring all year groups into line with the demands required by the end of each key stage. Assessment of reading is now comprehensive and analytical, drawing upon a **triangulation** of information in order to make rounded judgments. Judgments on reading for each pupil will be made **3 times a year** at the end of each term. The following methods must be used to gain information to enable this:

- Comprehension tests (Using PIRA materials in Years FS -6)
- PM benchmarking (Every child in FS, Year 1, 3 and 4) and only to be used for vulnerable children (SEND, High ability children) and as benchmarking exercise for comparing children within a class in year 5 and 6. If the teacher wishes to do more then this is acceptable.
- Teacher's knowledge of the child
- SATs

Comprehension tests

Whole school comprehension tests allow for the **assessment domains** in reading assessment seen in year 2 and year 6 test design to also be tested and tracked far more rigorously in years FS, 1, 2,3,4,5 and 6. This therefore adds a **consistency** through the whole school with everyone aiming for the same ultimate goal.

PM benchmarking

PM benchmarking enables teachers to complete a running record with children and assesses the ability to read and their understanding of a text. The PM benchmarking **informs** the book banding that the child will be on. PM benchmarking must be done as a minimum of every term in year 1 ,2,3,4 and every term in FS. In year 5 and 6 PM benchmarking should be done at least once a term for the following children at a minimum:

- Children with SEND
- Higher ability children
- Pupil Premium children

Year 5 and 6 staff must use their own judgment when deciding on what book band the child in their class is on using the performance in the PIRA and knowledge from group and individual reading. Comparisons should be made using other children in the class that have been benchmarked in order to make a rounded judgment.

Reporting

Using the above information an overall judgment must be placed on the school tracking system to record how a child is performing. In addition to this **PM benchmarking trackers** must be completed indicating not only the book band colour but also the PM benchmark score.

Monitoring and evaluation of reading

All staff must have a **reading folder** which contains records of whole class reading, guided group reading plans, and observational notes of children. The file must also contain current groupings and up to date assessment tracking materials. This file should be available for any member of the senior leadership team. The English subject leader is responsible for reviewing and improving the standards of teaching and learning of reading though out the

school by: analysing data, pupil progress through lesson observations, book trawls, planning scrutiny, pupil interviews, auditing and supporting professional development, purchasing and organising resources. Any findings from such monitoring activities will be shared with appropriate staff and acted upon immediately.

Appendices

Appendix 1

Reading levels and expectations

| Typical year group and end of year expectation | Book band | PM Benchmarking | PM Benchmarks levels | Letters and sounds phase | Typical lexile range |
|--|-------------------|-----------------|----------------------|--------------------------|----------------------|
| <u>FS1</u> | Lilac | | | 1 | |
| | Pink | Magenta 1 | 1 | | |
| | | Magenta 2 | 2 | | |
| <u>FS2</u> | Red | Red 1 | 3 | 2 | |
| | | Red 2 | 4 | | |
| | | Red 3 | 5 | | |
| | Yellow | Yellow 1 | 6 | 3 | |
| <u>Year 1</u> | | Yellow 2 | 7 | | Up to 325L |
| | | Yellow 3 | 8 | | |
| | Blue | Blue 1 | 9 | 4 | |
| | | Blue 2 | 10 | | |
| | | Blue 3 | 11 | | |
| | Green | Green 1 | 12 | 4/5 | |
| | | Green 2 | 13 | | |
| | | Green 3 | 14 | | |
| | Orange* | Orange 1 | 15 | 5 | |
| <u>Year 2</u> | | Orange 2 | 16 | | Up to 725L |
| | Turquoise | Turquoise 1 | 17 | 5 | |
| | | Turquoise 2 | 18 | | |
| | Purple | Purple 1 | 19 | 6 | |
| | | Purple 2 | 20 | | |
| | Gold* | Gold 1 | 21 | 6 | |
| | | Gold 2 | 22 | | |
| | White* | Silver 1 | 23 | | |
| <u>Year 3</u> | | Silver 2 | 24 | | Up to 800L |
| | Lime | Emerald 1 | 25 | | |
| | | Emerald 2 | 26 | | |
| | Brown* | Brown 1 | 27 | | |
| <u>Year 4</u> | Brown | Brown 2 | 28 | | Up to 875L |
| | Dark Blue* | Sapphire 1 | 29 | | |
| <u>Year 5</u> | Dark Blue | Sapphire 2 | 30 | | Up to 950 |
| | Black/free reads* | | | | |
| <u>Year 6</u> | | | | | Up to 1160L |

Reading organisation

In order to strike a balance between developing comprehension skills systematically and hearing children read, a flexible organisation will need to be required in various key stages. Therefore the following plans should be used.

In Foundation, year 1 and year 2 guided group reading is to be used as the preferred method with suitably challenging and appropriate reading activities for those children not being heard read by an adult. This is to take account of the developmental stage the children are at with independent learning. A more whole class model of reading can be used from Spring 1 in year 2 bringing them more in line with the rest of the school.

In 3,4,5 and 6 whole class reading will be the preferred method of instruction. Group reading can still occur in addition to this so that children can access texts which are increasingly matched to their specific needs. A **carousel type activity** will NOT be used in these classes when guided group work is done with an adult.

Non negotiables when planning for reading:

- Children have access to books or texts that are challenging but still accessible (informed by assessments)
- Children are expected to read and/or be heard read
- Staff to model good reading for parts of the session
- Staff to model reading skills including overtly articulating inner monologue)
- Each session to have a focus and shared with children. The foci are to be around the comprehension domains.
- It is at the discretion of the teacher to either focus on one particular reading domain or target a multiple set of domains.
- All children should have a copy of the text, either as a copy from one used on the IWB or a physical book in the case of group reading.
- No more than 6 children should be in a group reading group.
- There should be a planned mix of shared reading with independent reading.
- Vulnerable children must be accounted for when planning.
- Sessions should continuously provide the children to predict, clarify and actively ask questions themselves of the text.
- Scanning and skimming should actively be taught
- Children must be expected to explain how they have arrived at an answer using the text as a reference (highlighters to be used)

Appendix 3
Guided Reading Planning Sheet – Comprehension Domains ks1

| | | | | | | | |
|---|---|---|---|--|--|--------------|--|
| Group- | | Date- | | Text- | | Book colour- | |
| 1A Draw on knowledge vocabulary to understand texts (Identify the meaning of vocabulary in context) | 1B Identify/explain key aspects of fiction and non fiction texts such as characters, events, titles and information. (Retrieve and explain relevant detail) | 1C Identify and explain the sequence of events in texts. | 1D Make inferences from the text (Make simple and general inferences based on a text) | 1E Predict what might happen on the basis of what has been read so far (Make simple and general predictions based on the text) | | | |
| Objective/Focus: | | | | | | | |
| Questions: | | | | | | | |
| Child's name | | | | Comments | | | |
| | | | | | | | |

| | | | | | | | |
|--|---|--|--|--|--|---|---|
| Group- | | Date- | | Text- | | Level- | |
| 2A* Give/Explain the meanings of words in context. | 2B* retrieve and record information / identify key details from fiction and non-fiction | 2C summarise main ideas from more than one paragraph | 2D* make inferences from the text / explain and justify inferences with evidence from the text | 2E predict what might happen from details stated and implied | 2F identify / explain how information / narrative content is related and contributes to meaning as a whole | 2G Identify/explain how meaning is enhanced through choice of words and phrases | 2H make comparisons within the text |

Objective/Focus:

Questions:

| Child's name | Comments |
|--------------|----------|
| | |

Appendix 3

Guided reading

Guided reading is used where children are split into ability groups practising, refining and applying key reading skills. They are put into groups of no more than 6 and work with an adult for a dedicated amount of time. The books chosen for the group should be slightly more demanding than the books that they take home. A group should be heard read at least once a week in foundation stage and key stage 1 and for specific groups in KS2. The class teacher should hear the groups read on a rotation basis. Not only will it give the child a chance to practice reading skills but also the adult will manage to hear the child reading out aloud.

Each guided reading session must be completed on the same format (See appendix 2). **One domain** should be selected as a focus for questions given to the children however, at times, multiple domains could be targeted. This ensures that the focus is more specific. Planned questions must link to the chosen domain focus for the session. No more than 5 questions should be planned so that it becomes more manageable for teachers. Children's responses should be written down on the planning sheet. A guided reading lesson will follow a five part structure: **book introduction, strategy check, independent reading, returning to the text and response to text.**

Guided reading format

Book Introduction - This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents. Imagery should be used with children to support drawing upon prior knowledge or introducing them to new concepts/vocabulary that they will encounter.

Strategy Check - Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently. (phonics, attending to meaning, self-correcting). Adult models reading part of the text with correct intonation, expression and fluency. At this point children can engage in echo reading.

Independent Reading - Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read.

Returning to the Text - The teacher asks children if they want anything clarifying. Is there anything that they are unsure of?

Response to the text-asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.