

# READING POLICY

September 2021



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## Linked Policies

This policy is the umbrella policy for Somerville Primary School's curriculum. Each individual subject area has its own policy document or subject statement to add extra detail and clarification. It should be read in conjunction with the Curriculum, Teaching and Learning, Assessment, SEND, Marking and Feedback and Homework documents.

## READING INTENT AT SOMERVILLE

Our overarching aim is to promote high standards by equipping pupils with the skills to decode words, understand what they are reading and to develop a love of literature. This will then lead to strong command of the spoken and written word alongside a passion to read.

Pupils will read fluently and with good understanding and develop the habit of reading widely and often for both pleasure and information. Through our reading approach, pupils will develop a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and the spoken language.

Our vision is that every child becomes a reader by age six, progressing to fluent readers who foster a love of reading with no child left behind.

### *The Somerville Reading Curriculum is designed to:-*

- Develop pupils' **love of reading** to become readers for life.
- Be **progressive** across the school with text type and questioning.
- Ensure **progress is made** throughout the school with assessments and tracking.
- Ensure **all pupils can read** by the age of six.
- Cover a **range of themes** in the chosen texts for our curriculum.
- **Link knowledge** from the wider curriculum using carefully selected texts.
- Encourage children to read at home regularly by **engaging parents**.
- **Not leave any child behind** by regular assessments and 1:1 tuition.
- Target support when children are underachieving using **evidence based interventions**.

## READING IMPLEMENTATION AT SOMERVILLE

### Approach to Teaching and Learning and Pedagogy

#### Early reading

##### **Read Write Inc.**

The programme we follow to teach early reading is Read Write Inc. In FS2, Y1 and underachievers in Y2, Read Write Inc. sessions will take place for an hour daily. Children will be assessed and grouped half termly with children of the same word reading ability.

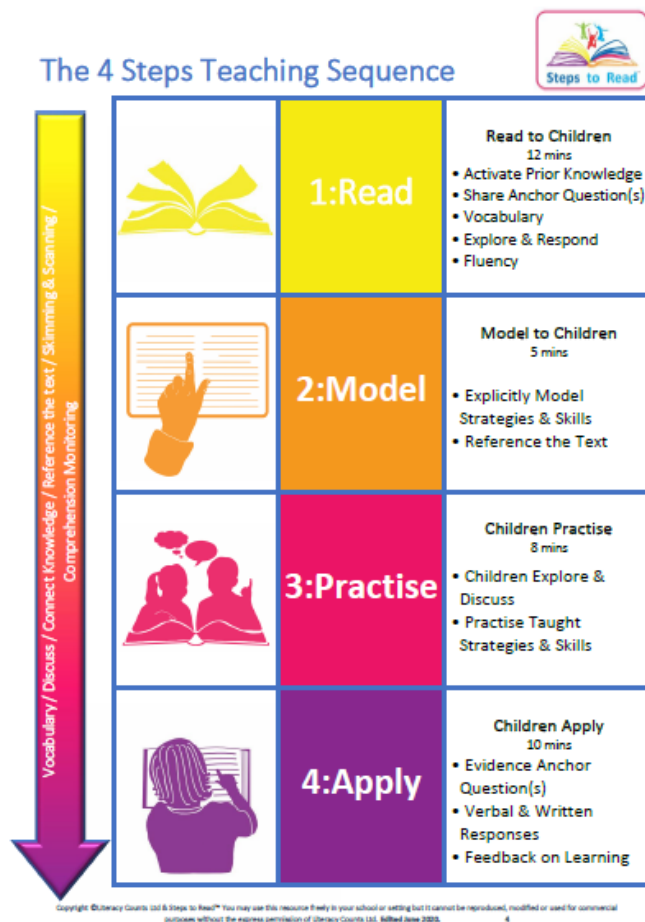
In KS2, children who have not attained their expected standard because of phonic ability or fluency will follow the Read Write Inc. programme to build fluency and speed of word reading to enable them to fully access their year group curriculum. Y5 and Y6 will follow the Read Write Inc. Fresh Start programme, which is more age-appropriate. Once children are at the correct level in word reading, they will come off the programme. In KS2, the sessions will be for half an hour daily. Children will be assessed and grouped termly with children of the same word reading ability.

In FS2 and Year 1, reading is important both inside and outside of the classroom. Book corners will be loved and owned by children both indoors and outdoors. Children will have the opportunity to read from their individual reading book to an adult regularly. Reading books communicate reading progress between home and school. There will be reading opportunities in all areas of continuous provision. Children will learn from adults using clearly

modelled reading behaviours. Parents will be involved in understanding the importance of early literacy and reading through workshops, modelling, letters and home shared reading books. In the classrooms there will be story props, story sacks, role play areas and displays to enhance core books. At the pre reading stage children will be taught to observe and scrutinise pictures to learn the skills of inference, skimming and scanning before they can decode. They should have the opportunity to ask questions about the pictures and be asked questions of the pictures.

### Shared Reading – Steps to Read

The aim of our shared reading sessions is for children to develop their reading skills and comprehension in a structured situation. All children will work on the same high quality text, which will be shared as a class. The teacher will develop reading fluency through echo reading and choral reading. The teacher will then model answer domain-based questions by reading as a reader so the children can take the initiative to use what they have learnt when they work indecently. Teachers will follow their year group long term plan of rich and challenging texts from Literacy Counts ‘Steps to Read’ as well as specific texts chosen to fit within our school. Each half term will have a different curriculum topic to make links with the wider curriculum. The vehicle texts used in ‘Steps to Read’ share the same curriculum topic as our ‘Read to Write’ vehicle texts in English lessons to deeper understanding. Extracts will be read from the different vehicle texts, but one of the novels will be the ‘Drop it and Read’ text for the half term to create the love and enthusiasm of reading full books.



<p><b>Teacher Read</b></p> <p>Vocabulary from the vehicle text is shared and discussed first to ease 'cognitive load' for children. Anchor Question(s), are shared which enables children's read for a purpose. Questioning and enjoyments with the text is important here. Choral reading is featured to develop fluency, which is an important step to comprehension.</p>
<p><b>Teacher Model</b></p> <p>Teacher models reading skills and strategies explicitly demonstrating how these are applied when 'being' a reader. Teacher also models the important textual evidence required to answer Anchor Question(s).</p>
<p><b>Children Practise</b></p> <p>Children explore new vocabulary and through paired and table discussion, read the text again. Children Text Marking is a common feature of this step of both new vocabulary and important evidence towards the Anchor Questions.</p>
<p><b>Children Apply</b></p> <p>Children demonstrate how they have internalised new reading skills, strategies and their understanding of the vehicle text. Reading evidence may well be placed in Reading Journals. Formative assessments and bespoke feedback on learning help teachers plan for subsequent learning. Step 4 enables feedback on evidence against the Anchor Question(s) and the application of taught strategies and skills.</p>

## Teaching reading through English

### **Read to Write**

It is our aim that reading is embedded throughout the curriculum to highlight the importance of reading as a life skill. In English, reading skills are taught through a 'vehicle text' to support our writing. We follow Read to Write created by Literacy Counts where children are immersed using high-quality, vocabulary-rich literature. These texts highlight wider curriculum reading supporting our broad and balanced curriculum.

## Teaching reading across the curriculum

We aim to create a reading culture in our school to embed and deepen knowledge across the wider curriculum through a love of reading. Each year group has a box of linked texts to each curriculum area. These books should be available in the classroom for children to enjoy as well as teachers sharing these books with their class. This is in addition to the curriculum linked texts in Steps to Read and Read to Write.

## Individual Reading

It is our aim at Somerville Primary School for all children to read at home daily to improve reading standards as well as improving the enjoyment of reading for all.

All children FS2–Y6 are to have an individual reading book which they will take home once they are able to blend. If the child is following Read Write Inc. (F2-Y4), their individual book will be uniquely matched to their phonic ability. It will either be the book that have been studying with their reading teacher or a matched 'Book Bag Book' which is an engaging text to support children with additional reading. Children who cannot blend will take home a guided reading book, which they have already shared with their teacher, and will require parent support and guidance with reading it at home. Once the children have completed the programme, they are to progress to the colour banded system (white-pearl) moving through the bands to become a free reader. If a Y5/6 child is following Read Write Inc. Fresh Start, are also to read books from the colour banded system. It is the teacher's responsibility to move their children through the bands and all books in a band do not have to be read to move up. Once the child is a free reader, they are to choose a book from their class book area or Story Spine box to read at home. If a child is not free reader, they are to also take home a reading for pleasure book from the class book area or school library to share at home.

Each child will have a reading record book which will be promoted to be filled in each night at home. Teachers and teaching assistants are to also write in this book when they hear a child read. Each teacher will record how often each child reads at home and class percentages of children who have read at least three times each week will be monitored across the school.

## Overview of teaching reading

Through all aspects of reading at Somerville, children will have the opportunity to explore and learn from a wide range of literature. They will be able to read from books at their own reading ability progressing to reading and sharing a range of high-quality texts. All children will be exposed to challenging texts from F2 and beyond to promote the love of reading while learning.

The children will be taught to:-

- Adapt their style of reading to the text and purpose.

- Read fluently with expression.
- To scan and skim purposefully for information.
- Read critically and empathetically.
- Understand and comment on the structure of a text.
- To be able to look for balance in texts.
- To make comparisons within and across different texts.
- Understand how vocabulary contributes to meaning.

**These are transferable skills which they will use across the wider curriculum.**

### Reading for Pleasure

At Somerville, the active encouragement of reading for pleasure is a core part of every child's educational entitlement. We take the view that extensive reading and exposure to a wide range of texts makes a vital contribution to every child's educational achievement. We believe that reading should be a pleasurable and inspirational experience. Reading for pleasure is promoted in many ways through reading for pleasure weeks, book fairs, story snugs, World Book Day, Christmas story time, reading buddies and sponsored reads.

As children progress through the school, a greater variety of books is made available. These include newspapers, magazines, multicultural texts, texts that explore issues, dictionaries, thesauruses and poetry. This will allow choice and discussion of recommended reads.

### Reading areas

School provides inviting reading areas in each classroom. The reading areas will have relaxed seating, accessible shelving that will allow books to be presented nicely and serve as a place where each child can interact with books

### Library

The school library is located in a central place in school to promote the love of reading every time a child passes it. In KS2, classes have a timetabled slot to use the library and FS2 and KS1 classes are to use the library trolley with a range of age-appropriate texts in.

### Somerville Story Spine

Each year band has a list of twenty high-quality, engaging texts to read before they leave Somerville. These books can be used as individual reading for pleasure books, class reads or shared reading. Teachers are to promote the use of the story spine by recording names on their class story spine display to keep a record of the books which have been read by each child.

### Drop it and read

There are timetabled slots for class novel time. This is the time for all children to be taken into the world of reading where they can sit back and be immersed in an exciting book. Teachers are to follow the long term plan to link class novels to shared reading (Y2-Y6) as well as engaging children in high quality texts from our story spine.

### Reading and Vocabulary

Vocabulary is taught explicitly at the start of each vehicle text in English and shared reading lessons. Each word is explored using images and definitions before they read the word in

context in the text. New vocabulary is displayed on working walls and referred to throughout the unit. Children are then encouraged to use the new vocabulary across the curriculum.

### Special Educational Needs and Reading

The lowest 20% of readers in each year group are identified and targeted after each assessment. The progress of the lowest 20% is tracked and the extra provision they are getting is recorded. In FS2 and KS1, identified children have 1:1 tutoring in RWI at their own individual level. In KS2, children to follow a rigorous and systematic phonics programme so that they catch up rapidly with their peers (Read Write Inc). In KS2, children are also identified who can read fluently but are unable to comprehend. These children to follow Project X Comprehension Catch Up Tutoring in small groups with a teaching assistant.

## READING IMPACT AT SOMERVILLE

### Summative assessment

For RWI, children are assessed at least half termly using RWI assessments. In years 1-6, children are assessed using NFER tests or SATs papers at the end of each term.

### Formative assessment

In shared reading, teachers mark and assess by dating the assessment grid for the domain met each lesson. This will enable the teacher to teach to gaps in learning by adding in extra lessons with a domain-based focus on whole class weaknesses, or by having focused guided groups during lessons.

Children who leave Somerville will have experienced a range of authors and genres and will have developed preferences. They will read widely for knowledge as well as pleasure.

## EQUALITY IN READING EDUCATION

Somerville Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Somerville Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

### SMSC

When writing this policy and planning for lessons we have planned in opportunities that allow discussion and learning around pupils social, moral, spiritual and cultural development. Teachers will raise questions in a range of topics and children will also be encouraged to raise their own questions. All books used to teach reading in shared reading, English lessons and drop it and read have been mapped out to cover a range of themes in each year group. These books will open up discussions such as dealing with bullying, loss, racism, stereotypes and mental health from FS2 to Y6.