

Introduction

At Whitehouse Primary School we follow the National Curriculum programmes of study for reading at key stages 1 and 2. These consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions and we recognise that different kinds of teaching are needed for each.

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. This policy sets out the opportunities and strategies we aim to use to enable children achieve and make progress in reading.

At Whitehouse Primary School, teachers make explicit the links between reading, writing and speaking and listening. A range of fiction and non-fiction texts are available to the children and the notion of everyone a reader is promoted across the school. All reading scheme books are banded from Lilac band 0 to Copper band 12 in Key Stage one and Lower Key Stage Two. This supports children and teachers when selecting reading material. Following the Copper band, children move onto the Reading Pro programme.

Aims

At Whitehouse Primary School we aim to promote high standards of language and literacy by equipping children with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that all pupils:

- read confidently, fluently, accurately and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; pupils should be able to elaborate and explain clearly their understanding and ideas

- foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.

Strategies for the Teaching of Reading

The Teaching of Phonics

Phonics teaching starts in Nursery and staff plan sessions using Phase 1 Letters and sounds. They teach this through the Seven Aspects:

Environmental sounds
Instrumental Sounds Body
Percussion Rhythm and Rhyme
Alliteration Voice Sounds Oral
blending and Segmenting

Each aspect is divided into three strands.

Tuning into sounds (auditory discrimination) Listening and remembering sounds (auditory memory and sequencing) Talking about sounds (developing vocabulary and language comprehension).

Activities within the seven aspects are designed to help children: 1. listen attentively; 2. enlarge their vocabulary; 3. speak confidently to adults and other children; 4. discriminate phonemes; 5. reproduce audibly the phonemes they hear, in order, all through the word; 6. use sound-talk to segment words into phonemes.

Phase One Letters and Sounds continues in Reception for children who still require it. Children then quickly move onto RWInc phonics. This is a systematic synthetic phonics programme. Children are taught four new sounds each week, so that all 31 set one sounds are known within 8 weeks. They then progress onto Set 2 sounds which should be known within a further 3 weeks. They learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. Children are assessed every six weeks and are moved into differentiated teaching groups depending on the progress they make.

Set 1 speed sounds are taught in this order: **m a s d t i n p g o c k u b f e l h s h r j v y w t h z chq u x ng nk**

Set 2 speed sounds are taught in this order: **ay ee igh ow oo oo ar or air ir ou oy**

Set 3 speed sounds are taught in this order: **ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious**

Some children in Key Stage Two who still require phonics support are included within the RWInc groups. Older children benefit from the RWInc 1:1 tutoring box.

At Whitehouse Primary School, reading is taught alongside RWInc initially. This promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. Reading is taught through Shared Reading sessions, Guided Reading sessions, and one to one sessions for less able readers and there are opportunities to practise and consolidate skills through independent reading.

Children who are reading books up to and including the orange band are encouraged to take home a balance between the decodable and non-decodable books. At the start of the academic year, teachers use data from the previous class teacher to devise a reading priority list. Children who are not making expected progress need to read to an adult and/or buddy at least 3 times a week.

Home Reading

A reading parents meeting occurs early in September and parents are invited along to see how they can support reading with their child at home. The Reading Recovery teacher also attends this meeting. Parents are also invited into school twice per week, at reading mornings to read in a quiet environment with their child before school starts. Staff are on hand to support parents who need support or advice during these reading mornings.

Home reading books – Children can get their books changed as often as they like, as long as they have a parental signature in their home school record book. In Keystage One they take home a decodable phonics book linked to their level of reading in the RWInc programme. They also take home a non-decodable book that supports their reading for meaning. Non-decodable books are banded and levelled using the Institute Of Education recommended levels. These levels link to the Reading Recovery Programme. Children can also take home familiar books to support reading with confidence, fluency and pace.

In Key Stage Two, children who have moved to the reading band copper level 12, will be given the opportunity to be assessed for Reading Pro. Reading Pro gives children a Lexile level and they then choose books within this level. They may choose books 50 Lexiles below and up to 100 Lexiles above their level. They take books home to read and are also given time in class to read. When they have finished a book, they take a quiz on the book. If they achieve 70% accuracy or above, they will be allowed to choose another book. They receive rewards and certificates for motivation. Children are assessed at the end of each term and will move up levels as appropriate. Staff monitor progress and ensure all children take quizzes on books read.

The children in FS, key stage 1 and key stage 2 are expected to bring their reading record book into school every day.

Opportunities for Reading

Shared Reading:

The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level)

Guided Reading:

Guided Reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. The text needs to be at the instructional level. Texts are selected from the school's guided reading sets of books. (see attached list). The recommended teaching sequence is used by all teachers. The sequence is a book introduction, vocabulary check, strategy check, individual reading and returning to the text. Following the guided reading session, the class teacher or the teaching assistant stamps the child's reading record book to indicate to the parents/carers that their child has read to an adult in school.

Guided reading occurs daily outside the literacy session and is based on a rotation during the week within the class. The children who are not engaged with guided reading are given a purposeful activity to do independently e.g. spelling games, comprehension questions, pre-reading or a follow-up activity.

For those children who are not secure with phonics, their guided reading session will primarily have a phonic focus with some comprehension. This mainly applies to key stage 1. This can form the apply part of a teaching sequence for phonics.

Independent Reading Time

Children read material which interests them, to assist them in fostering a genuine love of reading and to help them to appreciate its value. During this time, children will read either their school reading book, a book which they have chosen from the school library, class library or a magazine or newspaper.

Reading for Pleasure (see separate policy)

This is at the heart of our reading policy. Throughout the year, events are planned to promote reading for pleasure in the school community. These events include dress up days linked to authors, activities linked to World Book Day, monthly visits to the library, author visits linked to NCBF and the North Tyneside Reading Festival.

Whole Class Story Time

At Whitehouse Primary School, regular whole class story time takes place in Foundation Stage and, Key Stages 1 and 2. Texts appropriate to the age of the children, their interests, topic work or objectives covered in the literacy lesson are read aloud by the teacher. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary. Staff will also share poetry during these sessions.

Reading Areas in the Classroom

Each class is expected to have a reading area established by the end of the first week of term. The area should be a stimulating and attractive environment which contains a range of reading material. This can include the following:

- non-fiction books linked to the class topic
- newspapers, comics and magazines
- Books/writing produced by the children
- Big Books
- Books which link to the genre being covered in literacy
- Picture books
- Books by the same author.

Books should be organised into non-fiction, fiction and poetry and be easily accessible by the children. Children should be actively involved in the management of the reading corner. In most classrooms there is limited space so in these rooms the reading area may consist of a book case with the above organised in a clear and engaging way.

Intervention

Reading Recovery

The Reading Recovery Programme is used as an intervention with the bottom 20% of pupils in

Year 1. The children work 1:1 with a specialised Reading Recovery teacher for 30 minutes of day, for a period of up to 20 weeks. This intervention is an intense programme and pupils make good progress through the levels enabling them to achieve age related progress at the end of Year 1.

BRP (Boosting Reading Potential)

BRP is used as an intervention for pupils who are working 18 months below ARE. Children who exit Reading Recovery also follow this programme to support them in maintaining the progress that they have made. Children will work with a trained TA x3 per week for 15 minutes sessions. They will read new and familiar texts and a running record will be completed during each session. These sessions last for a maximum of 10 weeks.

Inference

The Inference Programme is used as a group intervention, in Key Stage One and Key Stage Two for pupils who can decode adequately but fail to get full meaning and enjoyment from their reading. Pupils work in small groups with a trained TA x2 per week for 15-20 minutes. TA's follow a prescribed programme that Boosts vocabulary, Activates background knowledge, encourages pupils to make inferences and Integrate and build meaning and Promotes enjoyment of reading.

Fresh Start

Fresh Start is a phonics and reading programme used in KS2 to support pupils. They continue to learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds.

Lessons are planned and delivered so that the children experience success from the very beginning. Lively stories and non-fiction texts are both age appropriate and closely matched to their increasing knowledge of phonics and 'tricky' words and as the children re-read the texts, their fluency increases.

Children are assessed and work in ability groups with a TA x4 45 minute sessions per week.

Assessment and Monitoring of Progress

The PM Benchmark Kit is used to assess and to monitor the impact of intervention programmes and to assess the reading ability of pupils who are still reading book band books.

In Foundation Stage and Key Stage 1 the teacher, teaching assistant or booster teacher will need to carry out a running reading record with the majority of children in the class each term. This will also apply to some children in Year 3 and year 4.

PIRA and Suffolk Comprehension tests for reading are administered in the autumn, spring and summer terms across Key Stage 2. These help to inform teacher assessments for reading. Teachers can also assess children's reading ability using the Reading Pro Programme. Target tracker is updated termly to show achievements and to show pupil gaps in learning.

All staff keep a reading file that contains assessment information, that includes, phonic levels, book band reading levels, word reading assessments, PM assessments, PIRA and Suffolk assessment results and details of 1:1 and guided reading sessions.

Detailed comments about skills and reading behaviours observed are also noted in 1:1 reading record section of the file.

Key Reading Resources in School

Quality Books

Each class has their own set of Pie Corbett Reading Spine Books for their year group. These can be used in English lessons and as reading for pleasure. There are also sets of Foundation, Key Stage One and Key Stage Two high quality books purchased as part of the Seven stories, Hooks into Books scheme. These books can be used in English lessons, reading for pleasure and as part of guided reading. Staff have also selected titles from these books to use for Guided Reading sessions. (see separate documentation).

Book Banded Reading books

These are located on labelled shelves in the Reading Recovery room. Some books are also available in classrooms, sorted into correct levels and bands. The books are organised into decodable and non-decodable books. Teachers will use PM assessment information to allocate a colour band to each child. The colours range from Lilac to Copper. The colour bands are the reading bands recommended by the *Institute of Education* in London and are broken down into smaller levels for each colour band. Lilac books are wordless. Children in Foundation Stage are expected to take a Lilac book home within the first two weeks of starting school.

Reading Pro Books

These books are located along the Key Stage Two corridor. They start at Lexile level 180L and go up to 1100L. Children are expected to be proficient for their year group.

Benchmark Proficiency Bands

Children are assessed on the computer, at the beginning of each term, and are given books depending on the results of their assessment.

The Allocation of Reading Books

Each teacher is expected to have a system established in class for the changing and monitoring of books. In FS, Year 1 and Year 2 the children take home two books a week plus a library book and each child changes their books once parents have signed their record book. The teacher will monitor that the children are selecting books from the appropriate colour band/level and will ensure that the children have sufficient time to change their book at some time during the school day.

Children on Reading Pro are allowed to take books home to read at home. They must return books daily so that they can be read during designated Reading Pro time, each afternoon.

The Allocation of Library Books

Every two weeks, each class will have the opportunity to visit the school library to select either a fiction, poetry or non-fiction book which they can take home and read in addition to the individual reading book which has been allocated by the class teacher. The children will be given the opportunity to change these on a regular basis.

Each member of staff will keep a class record of books taken home, to ensure books are returned and to monitor the types of books that children are choosing.

The Care of Books

If a book is lost or damaged, a letter will be sent home requesting that the child's parents or carers make a contribution towards the cost of replacing the book. School reading books are placed inside a book bag. All teaching staff will encourage children to treat books with care and respect.

Equal Opportunities

In line with our Inclusion policies, Whitehouse Primary School believes all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion.

Special Educational Needs

All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. When selecting a phonically decodable book for guided reading, teachers must ensure that it consolidates the teaching of recently taught phonemes and high frequency tricky words. Children who are making slow progress with their reading need to be heard read by an adult at least three times a week.