

A Policy for the Strategic Approach to the Teaching of Reading at Wensley Fold Cof E Primary School

"If you read, the world is yours!"

Michael Rosen

At Wensley Fold we recognise that the ability to read independently and effectively for meaning is one of the most important skills that we can teach our children from the very earliest age. It allows access to all other areas of the curriculum and is a vital life skill. Therefore we place the systematic teaching of reading at the very heart of our curriculum. Alongside this we aim to nurture a love of books and a desire to read for pleasure through the sharing and constantly updated provision of high quality reading materials.

The Teaching of Phonics

Reception

The teaching of reading begins from the very moment the children enter school. Children are immersed in phase 1 activities that include playing with sounds and rhymes. They are told stories and immersed in rhymes from the very beginning of Reception class. Weekly Rhyme Time and Storytelling sessions are held in the school on a weekly basis where parents are invited to attend with their Reception or Pre school children. From around autumn half term the phase 2 sounds are taught in a systematic way following the school's phonic handbook order of introduction. There is a daily phonics lesson of 20mins.

Initially the children are taught in class groups of mixed ability until the spring term when they are then grouped by ability based on assessment and taught in groups of similar ability.

Those needing additional support are identified early and receive additional phonic sessions from the Early Years Intervention SSA.

We aim that all children leave Reception on phase 3 of 'Letters and Sounds'.

Year 1

The children are grouped by assessment in ability groups and taught the phase they are currently working on. All class phonic groups are taught by the class teachers to ensure that children leave Year 1 at or above the required level of achievement.

TA's will be supported by class teachers in teaching additional phonic lessons or interventions to those who need it, based on assessment of progress. The daily phonics lesson is 20 minutes long. We aim that all children leave Year 1 on at least phase 5 of 'Letters and Sounds'. All children will also take the Year 1 phonics screening test in June to assess progress.

Year 2 and beyond

Children at Year 2 will be taught phase 6 of 'Letters and Sounds' which also feeds into their work on spelling through the Year 2 spelling scheme of work linked to the new NC.

Those children assessed at being below phase 6 will continue to work in small intervention groups in order to reach the required level. This may continue beyond Year 2 and into KS2 for some children.

Any Year 2 child who failed the Year 1 screening will re sit in the summer of Year 2 in order to assess progress.

The Assessment of Phonics

The progress of all children against national targets must be assessed on a half termly basis. The phonic assessment sheet charts progress and identifies those requiring early intervention.

All assessments will be monitored by the Phonics Leader.

We must work towards ensuring that at least 85% of all children leave Year 1 on Phase 5.

Resources

All phonics resources are centrally located so that all staff have access to them. The resources are stored outside the Y1 classrooms and are sorted by phase.

A wide range of decodable reading books can be found on both the home reading shelves and in the KS1 Guided reading book cupboard.

Phonics Leader

We have an appointed phonics leader who has the role of ensuring that phonics is taught and assessed systematically in order to ensure that all children make the expected progress at the very earliest stages of reading to give them the very best start. The role of the leader includes:

- Supporting teachers in the planning of phonics

- Ensuring appropriate resources are available to all
- Supporting TA's in the teaching of phonics
- Modelling lessons and developing teacher's CPD
- Monitoring the assessment of phonics across FS and KS1
- Monitoring the teaching of lessons to ensure pace and rigour
- Supporting teachers in the grouping of children

Home Reading

The focus for home reading at Wensley Fold is to consolidate reading progress and involve parents in their own child's reading.

We provide the opportunity for each child to self select their own reading books within an appropriate reading level so that children can develop a reading habit, have views on the books, authors or genres they enjoy and are able to read for pleasure.

Selecting a reading level for each child

A child should be on a reading book which is at their secure, consolidation level of reading with a little challenge. Too easy and they become bored, too hard and they do not want to get the book out of the bag to read! It should be the level below the level they are on for Guided Reading which is instructional level.

The school follows the ORT model of 20 reading levels and each one has been matched to a Year Group Expectation level. The teacher should use the previous reading assessment to ensure that the child is on a level that matches their assessment. It is important to remember that breadth of reading is crucial in developing a reading habit and the children should not be focused on rushing through the levels. There must be a strong focus on inference and beyond in reading as this is what our children often struggle with. Our questioning must go beyond deduction and information retrieval.

How many books?

In reception the children will have 1 book at any given time alongside any other activities they may be given e.g. key words/ talkabout cards/ wordless books

At KS1 the teacher may consider giving the more able readers 2 or 3 books at any given time. If they are only going to be heard on a weekly basis they will then have enough to keep them going for the week.

At KS2 this will be dependent on the length/level of the book and opportunities to change them. When reading longer challenging books the children will only need 1. This should happen when the books get harder at around Dark Blue (Stage 9) or Pink (Stage 10).

Where are the books recorded?

Each child has a 'Home Reading Record' where the teacher writes the book/s currently in the reading bag.

When are they heard read or books changed?

In EYFS books are usually changed when the child reads to the teacher and has had their reading record signed at home by a parent/brother/sister etc.

At KS1 and KS2 there is a daily rotation from 8.55am to 9.15am in which one group will be reading their home reading book to the TA. After listening to the child read the TA asks questions around the focus for the week from the year group expectations.

There is also the opportunity to change books at this time if the reading record has been signed by a family member.

It is expected that all children will read or be read to at least three times a week at home and have their reading record signed. If this is not done then children will be expected to catch up with their reading in the weekly Golden Time session.

Classes may also make provision for children to change their books at other times of the day.

How do the books go home?

Books and reading record go home in a reading bag with the school name and their own name on.

Storing reading bags in the classroom

Book storage is in every classroom so that book bags can be brought into school on a daily basis, put away quickly and got out quickly when needed.

Changing reading levels

When a child has been on a level for a period of time, has read a wide range of books on the level e.g. fiction, non fiction, poetry and plays and is very competent at that level the TA or the teacher may consider that they are ready for a change to the next level shelf. We must be very sure that the level of comprehension matches the level of word reading before changing shelf.

After hearing the child read a book from the next level, the class teacher will ask the child to complete a 'Changing shelf letter. The child completes this and puts it in the box on the reception desk in the entrance hall. A member of the SLT will hear the children read and a changing level sticker is placed in the reading record.

This is all aimed at raising the status of reading in school, celebrating reading progress and setting personal challenges for home reading. The blue sticker is a quick visual reference for the class teacher to see when the child last changed shelf.

Book Marks/ Targets

All children have a levelled bookmark in their book bag which matches the NC year group expectation that they are currently working towards (not the level they have been assessed as being at).

The bookmarks show the Year Group Expectations for reading so that the children are fully aware of what is expected of them and what they have to work towards.

The bookmarks are written in child/parent speak so that the child, teacher, parent, TA etc. can all use them to focus their questioning on reading skills when hearing the child read.

When the child is assessed and moves to a new reading book level then they must change to the next bookmark in order to continue to progress through the skills of reading.

Home Reading Book Organisation

The books are organised into the 20 levels of the ORT scheme. (see Appendix 1) They are stored in 6 main areas of the school:

FS Area - Stage 1 to 2/3 (Black to Light Blue Shelf)

Year 1 Area – Stage 3 to Stage 5 (Green to Red Shelf)

Outside the Hall – Stage 6 to Stage 8 (Yellow to Dark brown Shelf)

KS2 Lower Corridor – Stage 9 to Stage 13 (Dark blue to Turquoise)

KS2 Upper Corridor – Stage 14 to Stage 20 (Grey to Red)

The books are organised in order to encourage the greatest choice for children within the level that they are working at. Children select their own books at all times.

At the earliest stages (Stage 1 to Stage 5) of reading the books are organised far more tightly to ensure progress from phonically decodable books through to those that encourage wider reading skills. A 'Guide to the Reading Levels' booklet shows the suggested progression through these levels.

As the children progress in their reading the books are sorted by genre. Each book is identified as being fiction, non fiction, plays or poetry.

The literacy action plan ensures that books are replenished on a regular basis to ensure children have access to the best resources to encourage their interest in reading.

Boy and Girl friendly books are available on all shelves.

Supporting Parents in Hearing their Child Read

There is a reading meeting for FS parents in the autumn term. At this meeting parents are shown how best to support their child with their reading. We look at the value of reading with your child, how to use wordless books, how to use the reading bookmark and also the value of reading to your child at home.

There are additional phonic sessions to support parents in the teaching of phonics and using phonically decodable books.

Parents are also reminded of these approaches at the annual 'Meet the Teacher' meeting held at the beginning of every school year.

Guided Reading

Guided reading is placed very highly on the reading curriculum at Wensley Fold as it is where the real teaching of reading in focused ability groups takes place. Due to

Guided Reading Organisation

Guided Reading is part of the 8.45am to 9.15am rotation within the classroom and all classes do it at the same time. This allows monitoring of the session to take place and to ensure all guided reading takes place.

The teacher always leads the guided reading session so that they can systematically teach the skills of reading and assess progress against targets and year group expectations.

Children are grouped by ability based on the most recent reading assessments and each group has at least one guided reading session each week. Grouping must be reviewed on a half termly basis and children moved to the group that best matches their ability in order to maximise individual reading progress.

The Guided Reading Session

Each session follows a clearly defined format. The objectives of each session are tightly focused on teaching the skills of reading and comprehension at the level of the child and progress is assessed after each session against the chosen objective. Focused teaching objectives are taken from the NC Year group expectations - Guided Reading/Assessment sheets.

The Guided Reading Session Format:

- Introduction – Share the learning objective(s) of the session, recap on prior reading, point out tricky, technical or unfamiliar words and their meanings and share any questions to think about when reading.
- Reading – The reading session may include some modelled reading by the teacher, shared reading and some independent reading
- Returning to the Text – This is the most crucial part of the session where the teacher leads the questions and discussion based on the reading assessment focuses. This part of the session may be longer than the actual read as it is where you dig deeper into the understanding and context of what has been read and teach skills such as authorial intent or word choice to create a desired effect. The teacher should use the guided reading teacher questions book to support directed assessment focus questioning and develop breadth of reading

- Assessment – Following the session the teacher must record progress on the individual assessment sheets. These assessments are used to determine tight ability groupings and also to support the teacher in the half termly NC assessment of individual children.

Selecting the Text for Guided Reading

The text chosen for guided reading must be at instructional level. This means it must be challenging and at a 92 – 95% accuracy rate for reading. This roughly means that the child finds 1 word in every 10 challenging to read. Too easy and no progress is made and too hard and the comprehension of the text is lost.

At Wensley Fold all guided reading books are centrally located and stored by reading level so that an appropriate text can be chosen easily and children can be involved in the selection of the text.

The books are levelled into the same 20 levels as the home reading books and the children must be reading the level above the level they are reading for home reading. The text chosen does not necessarily need to match the genre being taught in the current literacy unit and it is important the children are exposed to a wide range of genres and reading materials. These may include fiction and non fiction books, poems, newspaper articles and leaflets.

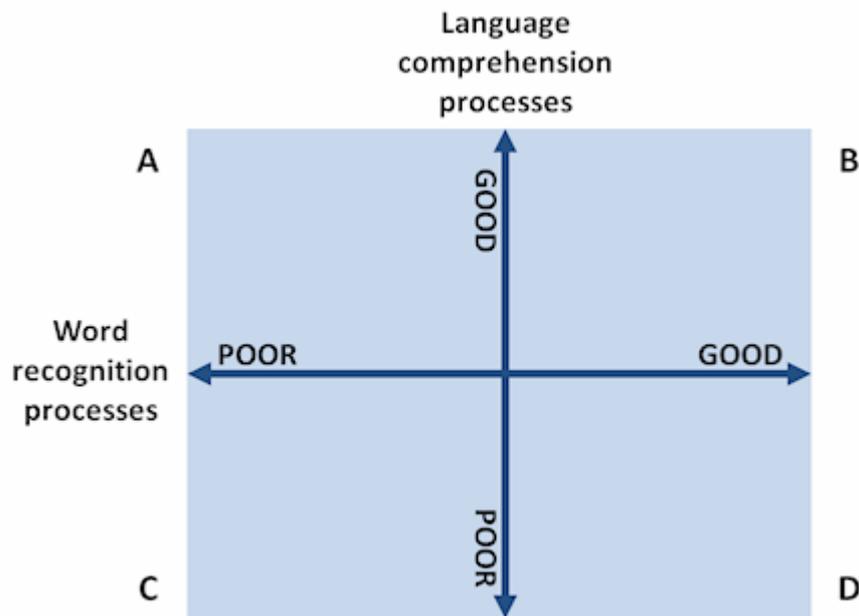
The Simple View of the Teaching of Reading

In guided reading the teaching must focus on the simple view of reading recommended in the Rose Report (2006)

As a formula, The Simple View of Reading (SVR) presents Reading Comprehension (RC) as the product of Listening Comprehension (LC) and Decoding (D).

At the earliest stages of reading the focus of the teaching is on the decoding of words and their meaning. As reading develops then we begin to focus more on the comprehension of what has been read and

what this means.



‘The two aspects of learning to read should not be conceptualised as rigidly separated. Instead we should see reading as a multi-level interactive process’ (Rumelhart, 1976).

We need to ensure that children are helped to see the rewards in terms of the construction of interesting meaning that can come from reading. To this end we must ensure that, as we teach children to read, a simplistic equation does not obscure the need for attention to such essential matters as enjoyment, engagement and perseverance.

The Assessment of Reading

The formative assessment in Guided Reading is completed on a weekly basis and recorded on the individual GR trackers following each guided reading session.

Formative assessment is also completed by using evidence from the teacher assessment of class work and evidence from the taught comprehensions.

Summative assessment of reading ability is collected using the PIRA reading tests on an end of term basis. Data is compared across the class and against national results.

Data is analysed termly to ensure that those off track or underperforming are identified early and actions to support them put into place.

PIRA data identifies where there are gaps in comprehension and all lessons are focused on closing those gaps and working towards or beyond year group expectations

Target Setting Linked To Assessment/Guided Reading

The teacher must select a target to share with the child in their home reading record. It is important that the child knows what they have to do next to improve their reading.

The targets are taken from the NC year group expectation assessment focus sheets used in guided reading.

One target is chosen for each guided reading group and written on the yellow target sticker which is then stuck in the home reading record.

Questions asked after reading with the teacher or TA are focused on meeting or developing this target. Targets are reviewed regularly.

Teaching Comprehension Skills

We must ensure that we teach comprehension skills in focused comprehension lessons as well as in the literacy units of work. At KS2 Fridays are dedicated to teaching comprehension skills. A range of resources including levelled ICT programs are available to support the teaching of comprehension skills linked to the assessment content domains. The lessons must focus on the discussion of approaches to answering a comprehension question about the text read before the children attempt questions on their own.

Comprehension exercises have also been included in the KS2 homework grids.

At KS1 comprehension is taught across the literacy curriculum through the units of work and guided reading. Focused guided reading is also taught in Y2 as part of preparation for sat's.

Cross curricular comprehension is also used in topic sessions across the curriculum.

Creating a Reading Environment in the Classroom and Beyond

In order to encourage a reading habit we have a dedicated reading area in every classroom with age appropriate, current interest and mixed genre books. The area has a comfy seating area and books are rotated on a half termly basis so that the children have access to lots of books that are fit for purpose.

Children have access to this area in the 8.45am to 9.15am sessions and also in the continuous provision afternoon sessions across FS, KS1 and KS2.

The teacher will also make available current interest selections of books linked to the topic being taught or requested titles e.g. Mrs’s book of the week/ Come and find out about ‘.....’/ Select a poem from this collect to read to the class.

Classes may also operate their own individual book swaps in addition to the school book swap.

Reading areas are also an opportunity to create a reading wall with displays such as author interviews, book reviews or book requests.

Reading to Children/ Sharing Books

We recognise the value of reading to children and how this allows us to read and develop comprehension skills at a level beyond that at which a child can currently read. In FS picture books are regularly read to the children and reading preferences discussed. Comprehension questions are developed throughout each reading session.

At KS1 and KS2 a teacher reads to the children at least 3 times every week from 1.00 – 1.15pm. Before, during and after reading the teacher models and develops comprehension skills. Open questions are used to encourage deeper thought about what has been read. Sustained listening skills are also developed.

The ‘Reading Together’ booklet supports teachers in developing appropriate questioning using NC year group expectations.

Story Sacks

There are over 30 story sacks located in the KS1 library. Every classroom has a catalogue of the story sacks with a list of their contents.

Beyond the Classroom

Beyond the classroom it is important that we show that we value books and reading.

The books available for reading at Wensley Fold are kept up to date, in a good condition, suited to all interests e.g. boy friendly/ high interest, low ability and stored in an easily accessible, clearly labelled way.

Book monitors from KS2 enjoy the responsibility of looking after the books, tidying the reading areas and checking the condition of books.

Requests for specific books are made to school council and passed on to the Literacy Co-ordinator.

School Book Sale

We have a school book shop in school which is open on the last Friday of every half term. It is organised and run by the school librarian and a group of library monitors who are involved in the sales, organisation and purchase of books for the shop.

Books in the sale are a mixture of fiction and non fiction and include current titles, high interest subjects and popular authors.

All books are half price or less to encourage both book ownership and a reading habit.

The Use of ICT to Teach and Develop Reading Skills

At Wensley Fold we recognise the value of using ICT to develop skills.

The programs that we use include:

- Phonics Play – a website to support the planning and teaching of phonics phase 1 to phase 6. Used both as a teaching tool and independently through the link on the learning platform
- Reading Eggs – a phonic reading and comprehension program matched to individualised progress. Children collect points in order to 'buy' things for their virtual avatar! Children are expected to access the program and gain a number of points weekly as part of their homework
- Reading Comprehension CD Roms – Wide range of ability levelled discs to teach comprehension skills e.g. cracking comprehension (Y1 – 6) / Treetops comprehension skills (Y3 – 6)
- ORT/ Big Cat/ Songbird/ Magic Page- story and phonic CD Roms – Range of discs to support storytelling and phonics
- Oxford Owl – Online selection of over 250 ORT books to read or listen to with activities. Also includes a parents zone to support them in helping their child with their phonics and reading
- The Learning Platform – teachers make links to books, activities or websites they would like the children to access as part of their learning

The School Libraries

At Wensley Fold we have both a KS1 and a KS2 library which are stocked with up to date fiction and non fiction books.

A TA with specific responsibility for the libraries is timetabled to spend one session each week with every class in school teaching library skills, developing comprehension skills, sharing books and encouraging children in 'becoming a reader' .

Children are taught how to look for the books and return books using the dewey system.

A number of additional library activities encourage reading. These include:

- Competitions with books as prizes e.g. write a book review
- Dedicated author/ book displays to promote knowledge of current authors
- School Book Swap Box
- Story Sack Workshops
- Rhyme Time
- Suggestions Box

The 100 Book Challenge

The 100 book challenge is linked to the 100 books identified as being recommended reading before leaving primary school (TES July 2014) Children can sign up for the challenge and select any of the 100 books. It may be a book they can read independently or a more challenging book that the parent reads with the child.

Once read the school librarian tests the child on their comprehension of the book and the book is then ticked off in the 100 Book Challenge record.

There are incentive rewards after reading

Intervention Strategies to Support Progress in Reading

Children are regularly assessed to ensure progression. Assessments are monitored and early interventions put in place for those who are falling behind in their reading. These include:

- Additional Daily Reading – those who are not reading on a regular basis at home and who would benefit from extra reading have additional daily reading supported by the TA

- The Better Reading Programme – Those assessed at being significantly behind in their reading participate in this intervention programme. The child is allocated a trained reading partner and reads, following a set, systematic approach, 3 times a week for 15 mins. Children are assessed at the beginning and end of the 10 week programme to monitor progress and make an average gain of 6mths in 10 weeks.
- Read, Write, Inc/ Fresh Start – Those significantly behind in all areas of literacy are supported in small, ability groups. The programme replaces their literacy lesson and is focused on filling in gaps in learning in reading, writing, spelling and comprehension so that the children can return to class and access the curriculum at their age appropriate level. Progress is assessed on a 6 week basis and children grouped accordingly.
- Additional PTV sessions – those with identified vocabulary weakness are given 2 small group additional PTV sessions each week with a trained TA. The words are linked to class topics in order to support their learning.

We have a dedicated language development TA based in KS1 who is there to support in the intervention of those who are at risk of falling behind from the early stages of reading

Continuous Professional Development

All staff members are given up to date, appropriate training in RWI, Fresh Start, Talk for Reading and Writing, listening to children read and Better Reading to support them in their role.

The Literacy Coordinator is responsible for identifying training needs and ensuring these needs are met.