



## Reading Policy

At Abbey Hey, we value reading as a key life skill, and are dedicated to enabling our pupils become lifelong readers.

### Phonics

- Children begin to learn basic phonics in the Nursery.
- All children have access to speaking and listening taught sessions daily (15 mins approximately). In the Summer term (or when the child is ready) children will begin Read Write Inc Set 1 sounds.
- They will learn 2-3 sounds per week, linked to the alphabet frieze which will be displayed in all EYFS and KS1 classrooms.
- Phonics is taught using the Read Write Inc programme daily and consistently throughout EYFS and Key Stage 1, until the child is ready to progress onto more formal guided reading sessions.
- Children will be placed in groups that meet their phonic need, and this will be regularly reviewed by the phonics lead.
- Wherever phonics is taught, a Read Write Inc display which includes the alphabet frieze must be displayed.
- Phonics is taught by all members of EYFS and KS1 staff and will be regularly observed. Examples of good practice can be found on the Read Write Inc hub.
- All phonic practitioners should be in constant communication regarding children's needs. Early intervention is essential, especially in Reception. Boosters may be necessary for some children to keep up with the programme.
- All Read Write Inc resources will be given staff and must be signed for.
- It is expected that children will complete the Read Write Inc programme as soon as possible during their time in Year 2 (the end of Autumn 1 is the average time).
- After Read Write Inc is complete, children will be fluent readers who can decode, therefore comprehension skills will become a focus.

### Guided Reading in Reception & Year 1

- Texts should be a mixture of phonically decodable books and 'real' books.
- Make sure to familiarise children with books, including modelling handling. Children will need to be taught about layout, structure, reading from left to right and using pictures.
- Although Phonics sounds will be referenced in Guided Reading sessions, the focus of the sessions should mainly be on understanding.
- Sessions should have a learning objective that provides focus for learning.
- Depending on the book used, reading the whole book may take more than one session.
- A basic structure for a session would be:
  - Introduce the book and key vocabulary – look at the front cover, read the title together, what is the book about? Make links to children's own experiences. Talk about the meanings of some vocabulary children will come across during the book – make sure to support children to use vocabulary in different ways, such as within sentences.
  - Book walk – talk through the illustrations together without reading the text. If a particular letter sound matches a phonics focus, look at these words together. What might the text be about? Discuss with children.
  - Children read independently – teacher to listen to children individually, offering prompts if needed.
  - Responding to the text as a group – discuss what the text was about and children's opinions. Teacher to ask focused questions (linked to L.I. – use content domains to support) about what children have read.



### Guided Reading Timetable

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Pre Read	Guided Read	Single content domain mat (Gem sheet)	Mixed content domain mat (Chest sheet)	Reading for pleasure/accelerated reading/test practice.

Reading takes place as whole class lesson however, if a teacher feels that a weekly carousel, based upon the needs of the individual class, is necessary, this must be agreed with the reading lead.

A text may be used for several weeks i.e. week 1, chapter 1 etc. Children should be exposed to a range of genres which are age appropriate e.g. fiction, non-fiction, song lyrics, poetry etc.

### Pre Read (T/TA)

- The purpose of this session is to familiarise the children with the text that they will be using in all sessions during the week.
- Children are exposed to new and challenging vocabulary.
- Planning will identify the challenging vocabulary (Tier 2 words) which children must be taught in this session.
- Children will be told what these words mean, and given an explanation of the definition and the word class.
- Children will be given an appropriate sentence that contains this word.
- Children will be expected to record the word, definition, word class and a sentence in their vocabulary book.
- Children will then read the text, or have it read to them. Children will highlight any unknown words.
- Groups will discuss.
- Children then ask any questions they have about the text.
- Teacher records any significant questions that the children have. These will be discussed in guided reading.

### Guided Reading (T/TA) - See Appendix 1.

- Using the same text from yesterday, teacher asks the children about the vocabulary that was 'tricky' yesterday. They discuss the questions the children had.
- Teacher introduces the ONE domain focus for that lesson and explains what it means.
- Teacher then asks a series of planned questions taken from the question stem exemplars.
- Teacher models writing the answer to the question so the children can see how they must answer those types of questions.
- Teacher records evidence of the children meeting the domain or identifies misconceptions to feed into future planning on the planning sheet.
- The questions asked during the taught session are not those on the Reading Mats.

### Reading gem (one content domain) - See Appendix 2.



- Use the Question Stems to generate appropriate questions on the mats.
- Gem sheets should be content domain specific. All questions should be from the same content domain as the guided reading from the previous day.
- All mats should be marked and when appropriate a target may be set for the following mat.

### **Reading chest (mixed content domain) - See Appendix 3.**

- Use the Question Stems to generate appropriate questions on the mats.
- Chest sheets should contain one question from each content domain, as appropriate to the text.
- All mats should be marked and when appropriate a target may be set for the following mat.

### **Accelerated Reading/Reading for Pleasure**

- Children are expected to read their books for a sustained period of time in order to build their stamina, resilience and love of books.
- Children need to be exposed to adults reading children's books and demonstrating a passion for children's literature.
- When children have completed a book, they will complete either a Tweet or a Blog to recommend, or not, the book to their peers. These will be stored in the class Reading Areas, clearly labelled for children to refer to.
- When children have completed reading an AR book, they must take an online quiz.
- When children have completed 3 quizzes and scored 80% or higher, they then move onto the next level.
- Children should be read to by an adult every day. All classes will have a class text that is shared with the class at the end of every day for 15 minutes as a minimum.

### **Reading Records**

- All children must have a Reading Record book.
- Reading Records catalogue the books that the children have read and comments are added to indicate strengths the child has demonstrated when reading and areas they need to focus on.

### **Key Stage 1**

- Reading Records are used within school and also at home as a way of communicating progress made in reading between the parent and the child's teacher. Parents are encouraged to add comments about the reading the child has completed at home. Teacher's and Teaching Assistants must review and comment in Reading Records at least once per week.
- Children must read to an adult at least once per week to develop their fluency and intonation.

### **Key Stage 2**

- In accordance with their developing independence, children will take responsibility for completing their own Reading Records. Staff are expected to check these at least weekly.
- Dojo's should be awarded to recognise reading at home.

### **Taking Books Home**



- Children are expected to have a book bag, which contains their reading record and the 'levelled' reading book they are currently reading. They may also have a 'reading for pleasure' text.
- Children are expected to take this folder home every night, and return it to school every day.
- Children must change their reading books weekly, however this may vary depending on the length of the text.
- If a child forgets their book bag 3 times, a letter must be sent home, reminding the parents of the expectations.
- A meeting with a parent may be arranged if this is a regular occurrence.
- Lost or damaged books will be charged for. This will be the cost of replacing the book.

### Reading areas.

- All classrooms must contain a reading area.
- Reading areas need to be bright, warm, comfortable places that promote a love of books and reading.
- They must contain age-appropriate books, which are in good condition.
- Books need to be outward facing and clearly labelled.
- The file/book of recommendations must be available in this area.

### Assessment

- Children will be assessed against KPI's and/or Teacher Assessment Framework as appropriate for their age.
- Teachers will be completing formative assessments weekly during guided reading sessions and when marking reading mats. This will be recorded on the teacher's class reading assessment sheets.
- Teacher assessment can also be informed by the use of the Reading Assessment Tracking Grids which are available from years 1 to 6.
- Summative assessments (Tests) will take place at least termly.
- Teachers are expected to gap analyse the papers to inform future planning.

### Reading Across the Curriculum

As reading is a skill for life, children will experience texts in all curriculum subjects. The reading skill focused on will be identified on the learning intention seen below.

LI: To be able to

Date:

English  Maths  Science  History

Geography  Art  D&T  RE

Define  Retrieve  Summarise  Infer

Predict  Relate  Explore  Compare

When staff are observed, the observer will identify on the feedback sheet, whether reading was evident in that lesson.