

Gossey Lane Academy

READING POLICY 2020

The new national curriculum 2014 states that the purpose of reading is to develop pupils' love of literature through widespread reading for enjoyment.

'Reading is the transfer of meaning from one mind to another through the medium of written language.'

'Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.'

"Good readers are purposeful. Good readers have a purpose for reading."

"Good readers are active. Good readers think actively as they read. To make sense of what they read, good readers engage in a complicated process. They use their experiences and knowledge of the world, their knowledge of vocabulary and language structure, and their knowledge of reading strategies."

"Teachers should emphasise text comprehension from the beginning, rather than waiting until students have mastered the basics of reading."

"I define reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practised.

Marie Clay

Reading has to include making meaning. I can phonetically decode Italian – I was taught by my Latin teacher in the 50s, for fun. I can't understand it though. There is no 'wrong' way to teach a child to read, as such; but like nearly everything we learn, it is best approached in lots of ways at once if we want to create the 'reading writer and the writing reader' – which we want all our children to be.

Michael Rosen

Intent

- We aim to enable our pupils to read confidently, fluently, accurately and with understanding.
- We aim to employ a full range of reading cues - phonic, graphic, syntactic, contextual - to enable children to self-monitor, self-correct and make sense of their own reading.
- We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- We aim to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- We aim to develop a suitable technical vocabulary through which to understand and discuss their reading.
- We aim to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.
- We aim to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.

Implementation of the teaching and learning of Reading at Gossey Lane Academy

Children at Gossey Lane Academy are taught to read using a range of reading resources, including some phonetically decodable books in addition to a wide range of texts from various publishers. This is done to allow flexibility of teaching and learning reading strategies across a range of materials. Books are levelled through the Books bands and are finely matched with our children's reading levels which are continuously assessed and refined based on teacher observations, assessments and Benchmarking.

Our approach to reading is taken directly from the evidence based Reading Recovery principles which are based on over 40+ years of research of what good readers do, and how to support struggling readers to make accelerated progress. We have evidence of what works best for our learners at Gossey Lane Academy and constantly refine and improve our teaching of reading through continuous CPD – accessing the most cutting edge training and sharing it with all members of staff who are involved in the teaching of reading. Staff are supported by the English Team, which is made up of a number of experienced members of staff .

Gossey Lane Academy meet the objectives outlined in the 2014 National Curriculum in each year group. Staff ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genres. They have the opportunity to read 'real' books and newspapers, big books, posters, ICT based texts, on individual computers, iPads and interactive Whiteboards, large texts, information booklets and banded guided reading materials.

Strategies to support implementation of the teaching of Reading

Reading is taught alongside the daily teaching of phonics using Read Write Inc to support phonological application.

As part of this scheme the children will be taught to:

- discriminate between the separate sounds in words;
- learn the letters and letter combinations most commonly used to spell sounds;
- read words by sounding out and blending their separate parts;
- study written representations of a sound and how it looks;
- recognise on sight vocabulary identified as 'green or red words' Reading is taught through Shared Reading, Guided Reading and English lessons.

Opportunities to practice and consolidate skills through independent reading are also planned for and provided. During these sessions, teachers and teaching assistants will use a wide range of strategies to enhance the teaching of reading. Some of these are outlined below:

- modelling and discussing the features of written texts through shared reading of texts;
- giving targeted praise and feedback in order to develop key strategies in reading;
- demonstration - e.g. how to use punctuation when reading, using a shared text;
- explanation to clarify and discuss e.g. need for grammatical agreement when proof reading;
- questioning - to probe pupil's understanding of a text – with a focus on both literal and inferential question styles;
- investigation of ideas - to understand, expand on or generalise about themes and structures in fiction and non-fiction;
- discussion and argument - to justify a preference; by supporting children to take direct references from the text to explain and justify their point or preference.

Children are always informed of the skill that they are being taught in reading and will have a clear understanding of what the teacher or teaching assistant is looking for in their independent reading/analysis of the text.

Children will be given oral praise and feedback about their reading on a 1:1 basis during whole class reading, in order to help them develop specific aspects of it further, aiding progression. Staff follow the agreed structure of "I like the way you... next time try to..."

Reading tasks/books will be appropriately matched to individual abilities and needs in the classroom. This is determined through Benchmarking, teacher observation and teacher assessment.

We use phonically decodable books, where appropriate, to support phonological application and awareness. This is balanced with a range of texts, at the correct book band, to support flexibility and orchestration of meaning, structure and phonic awareness in the context of a range of texts.

Teaching staff follow a whole school agreed format for whole class Reading lessons which is consistent in each year group and with all members of staff.

- Introduce text and book talk
- introduce skill to be taught
- top tips for applying the skill to questions.
- modelled answer and application of skill
- Children practise applying skill.
- Independent application of skill to a new text.

All children from Reception to Year 6 receive a minimum of 3 whole class reading lessons per week.

All staff teaching reading have received the same training and access to continuous professional development. The teacher or learning assistant shares the key objective(s) for the session with pupils, assesses pupil's progress within the session, and use this information to inform the next book selection and skill specific to the needs of pupils for the next guided reading lesson.

Other activities during Reading sessions (independent activities) may be made available to suit the needs of the children in the class: All independent learning activities have a reading focus and are designed to extend or consolidate prior learning. They may include:

- Comprehension activities based on the text
- Comprehension activities based on the genre studied
- Reading for pleasure using a book which is accessible to children
- Follow up activities based on the text
- ICT reading activities
- Pre-reading activities/tasks
- Inference activities, following on from Inference training session

Opportunities for Reading beyond Guided Reading lessons

Shared Reading across the curriculum:

The whole class shares a text, which is beyond the independent reading level for that age group, often using an enlarged text (paper or ICT based).

Shared reading provides a context for teacher modelling, teaching and applying reading skills. Shared Reading is planned for in English lessons as well as across the curriculum so that reading skills can be applied in other subject areas. Text selection is carefully planned, to support other subjects.

Story Time:

We believe that giving children the opportunity to hear an adult/teacher read to them, develops a child's ability to comment on and respond to events and experiences within a text and also, hear what good reading sounds like. 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. It also provides an essential opportunity for children to listen to an adult role model who has developed skills in expression, phrasing, intonation and reading for effect.

In addition, the English lead works closely with parents to support story-time at home, to ensure there are opportunities to enhance reading volume at as many opportunities as possible. This is facilitated through year group reading workshops, targeted workshops and a range of story time shared work in school. This includes, special events: story time, World Book Day Events, weekly reading together with parents in Early Years and Key Stage 1, book swap events and early morning reading groups. Our Reading Buddies link up with younger children to promote a love of reading through sharing stories.

At Gossey Lane Academy, we understand that volume of reading and being read to, is key in enabling pupils to achieve age related expectations. Therefore, we rigorously track pupil assessment, to identify who needs additional volume of reading. Identified pupils are invited to early morning reading clubs, led by teaching assistants.

Home/School Reading:

All children are encouraged to select and borrow up to three books from school, and read these at home and in school during independent reading time. Initially, children take home Book Banded reading books of a level which is lower than they are currently working on with their teacher or teaching assistant. (These books are from a range of reading schemes). When children have progressed through the Book Bands, they move onto 'Free Readers' ('real', non-scheme books, suitable for their age). Books are changed weekly for the children throughout the school. This is rigorously tracked to identify children who are not reading enough at home. If books are not returned, class teachers will discuss with parents.

Parental Involvement

Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to make a written comment in the school reading record, to show how their child read or understanding. Parents are welcome to seek advice and support from the English team with regards to their child's progress in reading and ways that they can support at home. We hold regular parent workshops where parents can find out more as to how they can support their children at home.

Special Educational Needs

Children with special educational needs are encouraged to take full part in reading sessions, both inside and outside the English lessons. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Pupils who need it, are withdrawn for short periods, to participate in individual and small group programmes, based on their needs as written in their educational plans and as recorded on the school's provision map. Care is taken not to disadvantage pupils by this withdrawal. This may consist of an intervention such as:

- Children may receive an additional Reading session.
- In Years 1/2 there may be the opportunity to work with trained teaching assistants to consolidate phonics knowledge if assessments show that their need is the greatest.
- Some extra support may be given by Learning Support Assistants who have been trained to follow Gossey Lane Academy guidelines.

- Some children in Key Stage 2 who are identified as having difficulties with their comprehension of a text may take part in the Inference program with a trained member of staff.

Strategies to ensure progress

Long term, medium term and short term planning, shows progress in knowledge, skills and understanding and ensures the continuity of and development of a range of text types. Children's reading development will be evaluated on an ongoing basis by the teacher and teaching assistant and/or child, which ultimately informs future planning of reading lessons. At the end of each term, the children's reading will be assessed using the Benchmark Kit to ensure that they are taught at their Instructional Level. Their levels are tracked by the English leader to ensure adequate progress is being made. Additional provision is identified and put in to place for children who are not making expected levels of progress in Reading. The English leader will monitor and evaluate the teaching and learning of reading on a regular basis across school, to ensure continuity and progress is evident.

Strategies for assessment, recording and reporting

Every term, every child's reading skills will be assessed against the Year Group expectations for their age in the Gossey Lane Academy reading overview . Children will be identified as working at 'expected level,' 'working towards' or 'exceeding.' Additional forms of assessment that may be used to support teacher assessment are:

- End of KS1 and KS2 assessments (Y2 and Y6)
- Optional assessments using Rising Stars end of year reading tests (Y3, Y4, Y5)
- Book banding assessments using Running Reading Records

Each teacher will then be able to gauge the child's strengths, areas for development and the progress made, and use this to plan future provision. The school tracking system for reading is updated for every pupil on a termly basis.

Use of resources

Teachers will ensure that they provide a language rich environment with an inviting and well-resourced reading area, in order to promote and create an enthusiasm for reading. Reading resources (for shared, whole class, home and individual reading) will be updated yearly, as necessary, following an audit of need by the English Leader. A range of ICT hardware and software is available for the children to use to help them improve their reading skills.

Reading areas must adhere to the Learning Environment Policy; Book Corner Checklist – 2020

Reception – Y6

Book corners are of a high quality- accessible, owned and loved by children. The book corner is inviting e.g. cushions, throws, fabrics, soft toys, plants, mobiles etc are used to enhance

- Books are up to date and appeal to children's interests
- Non-fiction books and poetry books are valued alongside fiction
- Staff model use of the area and share their excitement of books with children
- Books are available in all areas of the classroom linked to topics
- Story props, sacks and boxes are used to enhance core books
- There are opportunities for children to learn 'reading behaviours'

- Reading display must show photographs of the children in the class reading

There is an organised way of displaying the books that children can understand and use effectively.
For example:

- 'Picture books' with clear label on the shelf
- 'Chapter books' with clear label on the shelf - 'Non-fiction' with clear label on the shelf
- 'Poetry' with clear label on the shelf –
- 'Dictionaries' with clear label on the shelf
- 'Thesauruses' with clear label on the shelf
- 'Children's Classics' with clear label on the shelf in Y2-Y6
- 'Newspapers/ magazines' with clear label - 'Teacher's Choice' basket
- All book spines must be displayed up the correct way.