

# Mundella Primary School Policies

## Reading Policy



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### Introduction

Reading is a complex skill with many components. At Mundella staff will adopt a comprehensive and consistent approach to the teaching of these skills throughout the school. We believe that reading is a valuable and rewarding experience and that the importance of laying a firm foundation in this crucial area will allow children to access all areas of the curriculum successfully. We believe that success in reading opens doors to a world of knowledge.

Within Mundella we want our children to be 'readers', not just children who can read.

### Our Aims

- To develop a love of books and reading.
- To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- To read and enjoy a variety of texts from a variety of sources: library, class book corners, computing.
- To create a strong, embedded reading culture with a rich and varied language environment within classrooms and the wider school.
- To deliver a structured and consistent whole school approach to reading.
- To recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage

### The Teaching of Phonics

Children at Foundation/Key Stage 1 are taught phonics daily through a systematic progressive approach (Letters and Sounds) and encouraged to apply the skills they learn to all reading and writing activities. This is used alongside cued articulation to help support children who learn kinaesthetically and those who have speech and language difficulties. Phonics is differentiated and taught in ability sets to ensure targeted learning. Phonics is assessed nationally at the end of Year 1.

Children needing further phonics input continue a daily phonics session in Year 2 and have the opportunity to retake the Phonics Test if necessary. In KS2 intervention groups still focus on phonics where necessary.

### **Reading in Key Stage One**

Children are introduced to a full range of texts through shared reading in whole class activities as well as reading texts of different genres in daily guided reading sessions. Guided reading sessions focus not only on decoding, fluency and expression but on comprehension skills; questioning texts to ensure deeper understanding, summarising skills, making predictions and looking at author's choice of vocabulary and grammar. This underpins the teaching of SPAG and the whole school focus on spelling.

There is an expectation that children read at home at least three times a week and are rewarded for their effort.

### **Reading in Key Stage Two**

Teachers at Mundella recognise the increased demand of the National Curriculum (2014) for reading skills. Throughout the week children will experience a range of reading activities:

- Guided reading session with the class teacher/TA
- A focused phonic / spelling session/ grammar session
- An independent reading activity
- Reading comprehension activity linked to their reading and other curriculum areas.

Following recent changes in the National Curriculum guided reading will now consist of one or two short extracts of texts for the whole class, per week. This will allow for more genres to be covered across the year and will link (as appropriate) to the literacy work being taught.

At the beginning of the week children will read the extract as a whole class. They will highlight the words that they don't understand and use dictionary skills to find their meanings. Children will then be encouraged to up-level any words using a thesaurus. After this initial reading of the text, the children will then work around a carousel of activities based around this text. Once a week the children will complete focused questions based on this text with the class teacher or teaching assistant. The questions will be based around the level of ability of the children.

The most able children will begin to form answers using the PEE techniques. This stands for 'Point, Evidence and Explanation'. This way of forming answers is needed for the new Key Stage Two Y6 SATs paper, where children are using evidence from the text to support their answers. The children will need to quote parts of the text and then state why these quotes support the answer to their questions.

The teaching of reading will include:

- The teaching of phonic awareness

- Questioning about character/ story/ events/ structure/ plot
- Awareness of layout / features
- Awareness of punctuation
- Prediction of the story
- Developing decoding skills of unfamiliar words
- Awareness of the reading and spelling of common exception words/ tricky words
- Deduce meaning from context and previous experience
- Skimming and scanning the text for information and to support comprehension
- Discussing the effectiveness of chosen language
- Encouraging talk and discussion in groups
- Encouraging clear speaking and expression when reading texts aloud.

## Assessment

Children will work through the coloured 'Book Bands' levels and read books that are appropriate to their level of word recognition and comprehension. PM benching marking will be used to assess which level book band the children should be reading. This tool will be used for children who are reading up to 'Lime' books. Once the children are on lime books, they will be assessed using the NARA system. Nara assessments can begin in Y2, as some high ability children may be reading 'Lime' books.

As there are only 2 NARA assessments, the following needs to be considered within KS2:

- The first NARA assessment cannot take place before December of Y3
- The first NARA assessment can be used to inform the first data hand in which will be December
- Nara assessments must only be used for a small percent of the class, not the whole class due to time restraints
- Teachers must prioritise the children that would benefit from NARA assessments
- Teachers / TA must use professional judgement, STAT grids, observations, guided reading sessions, hearing the child read individually to move the rest of the children up to new coloured book bands.

Nara Assessments and PM bench marking are only one of many systems in which we assess the reading of children. The following can also be used:

- STAT key concept grids - half termly
- STAT grids
- Guided Reading observations and notes
- Comprehension texts
- SAT questions and assessments
- Hearing the child read individually

Teachers and TAs will consider word recognition, as well as comprehension and understanding of the text to assess the child's ability in reading. Teachers will put a considerable amount of emphasis on comprehension and understanding of the text before considering moving the child on.

