



'Achieve Inspire Respect'

## Woodseaves C of E Academy Reading Policy

### Aims

To enable children to:

- Develop positive attitudes towards reading so that is an enjoyable activity
- Use reading skills as an integral part of learning throughout the curriculum
- Read and respond to a variety of quality texts and genres
- Develop their level of fluency, accuracy, independence and understanding

### Opportunities

Children will have access to reading opportunities through;

- Guided reading
- Shared reading
- Regular independent reading
- Home/school reading
- Class reader
- Reading in other subjects
- Letters and sounds
- Comprehension activities

### Guided Reading

Guided Reading is used to help children develop specific reading and comprehension skills. Pupils are grouped according to their ability and texts are chosen to match and challenge these ability levels. Groups should be no bigger than 6-7 children. Guided Reading is to be carried

out daily and for 20 minutes outside of the main literacy lesson. Each group will have one session with the class teacher each week. Teachers are responsible to prepare a carousel of activities for pupils to be completing in these sessions. These sessions must all be an opportunity for a pupil to use and develop their reading skills. The planning and evaluation of these activities is the responsibility of the class teacher, however the sessions can be carried out by Teaching Assistants as well as the teacher themselves.

Activities for the Guided Reading sessions can consist of;

- Guided reading with the teacher (Each child must take part in this once a week)
- Follow up activity from the Guided reading session
- SPAG and Reading comprehension questions
- Vocabulary work including independent use of dictionaries and thesaurus
- Comprehension activities
- Reading games using ICT
- E-book reading
- Independent reading research task, linked to class topics if applicable

When a child has completed a guided reading session with the class teacher or teaching assistant, their Home-School Link book must be stamped and dated along with any relevant comment to the learning objective taught.

All pupils are to have a Guided Reading Journal/Activity book. This is where they will complete any tasks related to any session.

It is recommended that all teachers are to keep and maintain a Guided Reading file containing any planning and assessments for their class. This should be made available to the leadership team when necessary for a Guided Reading observation, although notice will be given of any such observation.

### PEE

In response to SATS data, children will be introduced to the PEE approach within Guided Reading. PEE stands for Point, Evidence and Explain. This approach is designed to be a strategy that children can use when responding to reading comprehension questions. In Upper Key Stage 2, children are to be using PEE to articulate verbal and written answers to questions. By the end of Lower Key Stage 2, most children should also be using PEE to articulate written answers. It must be introduced as a strategy to verbally answer questions to all of Lower Key Stage 2 and Key Stage 1, where appropriate.

### Shared Reading

Shared reading is a whole class activity using a common text. Across the key stages, teachers will focus on comprehension of the text, the layout, purpose, structure and organisation of the text. A particular aspect of spelling or grammar and punctuation work may provide an additional focus depending on the objectives being worked on at that time.

### Independent Reading

At Woodseaves Academy we strongly encourage children to read at home. We support this by sending suitably levelled reading books home to read regularly. We expect children to read for a minimum of 5-10 minutes per day. In the children's Home-School Link book, we have included some information about how parents can help their child's reading further. We also encourage comments regarding their child's reading in their Home-School Link book, as well as recording when they read at home.

Children are also encouraged to read for pleasure. We promote the school library as a place for our pupils to take home a book of their choice and also encourage them to read a wide variety of materials. Children are to be given a 'Reading Passport' to help children understand the different variety of genres they need to read in order to widen their reading skills. Children will be rewarded when they complete a passport.

### Class Reading

There should be various opportunities across the curriculum for children to read within lessons. However, there should also be time set aside for children to be read to throughout the school. Each class should have a 'class-reader' book that is age appropriate and suitable for the class. Children will also have an opportunity to read for a 'sustained' period of time during Guided reading.

### Reading Resources

Resources available to teach reading:

- Letters and Sounds phonic programme
- Oxford Reading Scheme is available for all pupils from Foundation through to Year 6. Any 'non-Oxford' reading books must be assessed using colour bands then marked

with an Oxford level. This is to ensure consistency throughout the school and to ensure children are reading age-appropriate books.

- A variety of fiction and non-fiction books are in school library as well as in the school reading scheme.
- In each classroom there is a wide range of genre books for children to read in their reading corners.
- Guided Reading levelled books are available for all pupils from Foundation through to Year 6. These are not to be sent home.
- Reading Explorer books for Years 2 – 6.
- Interactive Reading Games are available on the laptops and iPads. We also have access to Purple Mash.

### Assessment

Children will be assessed twice a year using electronic GL tests. These tests will give a child's reading age and a standardised score. Any children that fall below their age related expectation will be identified and an appropriate intervention will be put in place.

Teachers will also track pupils' progress in reading through Guided Reading. Brief assessment notes will be made for each child using the Guided reading record sheet; these will help inform subsequent sessions. All teachers must view these records as evidence for assessing a child's progress in reading therefore it is important to ensure key observations are written onto the record sheets. Further assessments can be made using the Staffordshire Reading Grids.

Children in Year 2 and Year 6 will undertake end of Key Stage tests and teacher assessments at the end of the school year.

### Reading targets

Each half term, children will be individual reading targets. These are to be put in the Home-School Links books so that they are shared with parents at home. The targets are to set from

teacher assessments made through Guided reading. They are to be very specific and clear to ensure that progress is made throughout the school year.

Once a target has been taught and progress is recorded, a new target will be set.

## Appendix – Reading New Curriculum Yearly Objectives

### Key Stage 1

Children are taught to:-

#### Y1 Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions [*for example, I'm, I'll, we'll*], and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### Y1 Comprehension

*Develop pleasure in reading, motivation to read, vocabulary and understanding by:*

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;
- being encouraged to link what they read or hear read to their own experiences;
- becoming very familiar with key stories, fairy stories and traditional tales;
- retelling key stories, fairy stories and traditional tales considering their particular characteristics;
- recognising and joining in with predictable phrases;
- learning to appreciate rhymes and poems;

- recite some rhymes and poems by heart;
- discussing word meanings, linking new meanings to those already known.

*Understand both the books they can already read accurately and fluently and those they listen to by:*

- drawing on what they already know or on background information and vocabulary provided by the teacher;
- checking that the text makes sense to them as they read;
- as they read correcting inaccurate reading;
- discussing the significance of the title and events;
- making inferences on the basis of what is being said and done;
- predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

## Y2 Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

## Y2 Comprehension

*Develop pleasure in reading, motivation to read, vocabulary and understanding by:*

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently;
- discussing the sequence of events in books and how items of information are related;
- becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales;
- retell a range of stories, fairy stories and traditional tales;
- being introduced to non-fiction books that are structured in different ways;
- recognising simple recurring literary language in stories and poetry;
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary;
- discussing their favourite words and phrases;
- continuing to build up a repertoire of poems learnt by heart;

- appreciate poems reciting some, with appropriate intonation to make the meaning clear.  
*Understand both the books that they can already read accurately and fluently and those that they listen to by:*

- checking that the text makes sense to them as they read and correcting inaccurate reading;
- making inferences on the basis of what is being said and done;
- answering questions;
- asking questions;
- predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## Key Stage 2

### Year 3/4 Reading Age Related Expectations

#### Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### Comprehension

*Develop pleasure in reading, motivation to read, vocabulary and understanding by:*

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
- reading books that are structured in different ways and reading for a range of purposes;
- using dictionaries to check the meaning of words that they have read;
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;
- identifying themes and conventions in a wide range of books;
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;
- discussing words and phrases that capture the reader's interest and imagination;
- recognising some different forms of poetry [*for example, free verse, narrative poetry*].
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;
- asking questions to improve their understanding of a text;
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- predicting what might happen from details stated and implied;
- identifying main ideas drawn from more than one paragraph and summarising these;
- identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.

- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## Year 5 Reading Age Related Expectations

### Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

### Comprehension

*Maintain positive attitudes to reading and understanding of what they read by:*

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
- reading books that are structured in different ways and reading for a range of purposes;
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions;
- recommending books that they have read to their peers, giving reasons for their choices;
- identifying and discussing themes and conventions in and across a wide range of writing;
- making comparisons within and across books;
- learning a wider range of poetry by heart;
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

*Understand what they read by:*

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;
- asking questions to improve their understanding;
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions;
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- predicting what might happen from details stated and implied;
- summarising the main ideas drawn from more than one paragraph;
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;



- identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion;
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves;
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously;
- Explain and discuss their understanding of what they have read.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views.

## Appendix 2 - Quick View- Agreed Procedures

- Guided Reading sessions should take place daily and should last about 20 minutes.
- The books used for Guided Reading sessions should be more challenging than the level that the children have for their reading book which they take home.
- The class teacher/TA should work with each group at least once a week.
- Independent activities (those activities carried out when the group is not working with the teacher/teaching assistant in a focus group) should be of high quality and be 'reading focused'
- Key Stage 2 should have a guided reading session and a follow up session, these should be consecutive, then three independent (may be unrelated) activities, with the focus planned and shared with children.
- Key Stage 1 children should have, a guided reading session and then a follow-up session and three independent activities (which may be unrelated).
- Planning sheets should be completed for each group.