

## Easton CE Academy Reading Policy

At Easton CE Academy we aim to develop an interest and love of books, encouraging children to become attentive listeners and independent and reflective readers. Children will develop reading strategies and skills including accuracy, fluency, understanding and responding to texts. They will have the ability to use and manipulate a variety of texts, including fiction and non-fiction, through a wide selection of books in class, libraries and ICT. We aim to promote and encourage a lifelong love of reading.

- There is a whole school approach to the teaching of reading. A wide range of reading strategies are taught through a variety of teaching styles reflecting the requirements of the curriculum and the EYFS.
- We provide a print-rich environment and a wide range of texts, to include different genres and styles, which are age and ability appropriate for the year group.

### Expectations:

Expectations for Assessment, Teaching of Reading, Book Allocations and Reporting are detailed below. It is our expectation that all children will read at least to Age Related Expectation (ARE) by the end of each academic year :-

Reception	Yellow (decodable readers)
Y1	Turquoise
Y2	White
Y3	Brown
Y4	Grey
Y5	Dark blue
Y6	Dark red

### Assessment

- Accurate assessment is essential to ensure that all children are reading within their zone of proximal development.
- In KS1 children should be routinely benchmarked when they are fluently reading decodable readers (likely to be orange books).
- In year 3 onwards benchmarking should be used as a tool to help decide when a child is ready to move onto the next colour band. it does not need to be carried out regularly for every child.
- In years 4-6, children do the NFER tests unless they are working at E1, E2 or E3, in which case separate provision should be made – this could be benchmarking 6 times a year.
- Children newly arrived in school can be PM Benchmarked by the class teacher or TA to inform their Bug Club book allocation.
- Teachers pass on colour band information to the next teacher at the end of the year. We do not enter benchmarking levels onto SIMs any longer.
- If the children are reading book banded books their Home/school reader should display the colour sticker. If they are a free reader, they will have a star sticker.

- The progress of classes and individual children will be discussed at pupil progress meetings, held three times a year.
- During term 6, teachers use a combination of teacher assessment and summative assessments (KS1 SATs and NFER tests) to complete an end of year assessment, which is entered on to SIMs.

## Teaching Reading

### Sounds Write

- Sounds Write phonics programme: 30 minute lessons for all children in Reception – Year 2. Teaching follows the Sounds Write progressions teaching the Initial and Extended Code. Sounds Write lessons continue in Key Stage 2 for children who have not passed the Phonics Screening Check and new EAL arrivals. Phonics reading skills are reinforced by the provision of Dandelion Phonic Reading books corresponding to previous units that have been taught.

### Guided Reading:

#### Reception:

- Guided reading activities begin in Reception. Children are grouped and introduced to the structure of group reading sessions.

#### In Year 1:

- Year 1 take part in group reading. Each group is heard by the class teacher twice a week using a decodable reader to develop fluency.
- Session 1 – Introduces key vocabulary, high frequency words and sounds that are in the decodable text. This session works on children developing fluency.
- Session 2 – Continues to build fluency and develop reading comprehension skills.
- When it is appropriate children may begin to independently answer the comprehension question follow up activity about the text.

#### In Year 2:

- Year 2 continue to take part in group reading until the end of Term 3.
  - Teacher led – using a phonetically decodable book. When the children are reading fluently and have core basic skills a book banded guided reading packs can be used.
  - Follow up activity linked to the book.
  - 1:1 reading with class TA
  - 2 Additional activities that support the development and joy of reading.
  - In Term 4 this moves to whole class reading lessons to develop reading skills.
  - The class TA will work with a group of children on a book/ text suited at their level.
  - In Key Stage 1 any recording linked to reading comprehension should be stored in Guided Reading folders.

#### Key Stage 2:

- From Y3 – Y6 reading should be taught as a whole class activity. Any children who are not decoding at age related standard should also have additional small group or 1-1 reading weekly.
- Each short term will include lessons on the Talk for Writing text, a Talk for Reading unit, some lessons on the class novel, lessons using the coloured comprehension boxes and direct comprehension skills teaching / practice using appropriate texts (see separate summary document)

#### Reading Support:

- Staff will ensure that children who do not read to an adult at home will have opportunities to read to adults in school.

### Home Reading Books

#### EYFS:

- Children are expected to read at home (book or Bug Club) at least five times a week.
- Planners should be brought to school daily and signed by an adult in green pen. This is monitored carefully.
- Home School reading books are changed once a week on Wednesday- giving children the chance to reread the book to develop fluency.
- A reading for pleasure sharing book is chosen by the child and changed weekly.

#### Key Stage 1:

- Children are expected to read at home (book or Bug Club) at least five times a week. Planners should be brought to school daily and signed by an adult in green pen. This is monitored carefully.
- Home School reading books are changed twice a week on Monday and Thursday children the chance to reread the book to develop fluency.
- Reading for pleasure Book: Children are to take home 1 library book a week from the class library box. This is recorded on the child's library card kept in the class folder.

#### Key Stage 2:

- Children are expected to read at home (book or Bug Club) at least five times a week. Planners should be brought to school daily and initialled by an adult in green pen. This is monitored carefully.

### Recording:

#### School reading records:

- Each class should maintain a coloured book band reading tracker with the children's names.

- Teachers keep an ongoing Benchmark Reading Folder containing notes on individual miscue analysis (running records and PM Benchmark sheets), and an overview of Benchmark Levels for each assessment point of the year.
- Reading Diaries encourage a dialogue with parents

### **Reading Diaries:**

- All staff and parents write in children's reading diaries when they have listened to them read individually in green pen.
- Teachers monitor reading diaries daily sessions each week. If reading diaries are not brought to school or written in, a Dojo message will be sent home. If there is no improvement then letters are sent home inviting parents in for a chat.
- Staff make a note in reading diaries when children move up a reading level as well as displaying a sticker on the front cover.

### **Homework:**

- From Reception to Year 2, we expect children to read 5 times a week and for parents/carers to date and sign reading diaries, which are monitored by teachers.
- In Years 3 and 4, we expect children to read 5 times a week for 20 minutes with an adult. In Years 5 and 6, we expect children to read 5 times a week for 30 minutes with an adult.

### **Other Literacy Experiences**

- There should be regular opportunities for shared reading across the curriculum.

### **Literacy:**

- Detailed 'Talk for Writing' literacy planning units are taught daily. 'LIPLOOC' questioning (literal, inference, prediction, language, opinion, organisation and context) about the text is planned to deepen children's comprehension skills. The use of 'Book talk' is also used throughout each unit.
- Children are given opportunities to read the main text, or sections, to annotate, highlight and make notes for writing activities.
- In KS2, children should read snippets from texts to build toolkits for their writing. The texts used for snippets should be championed and available to access within the school.

### **Read aloud sessions:**

- Read aloud sessions happen each day in every class.
- EYFS and KS1:
- KS2: class sets of high quality novels are provided for whole class read aloud sessions.
- Shared reading, book talk and other activities linked to the class book should be timetabled and regularly delivered.
- Classrooms have well stocked and attractive book areas providing both a range of fiction and non-fiction texts, reflecting cultures, gender and language. There are books on display relevant to topics or author being studied each term.
- In terms 1, 3 and 5 there will be a competition judged by the Y5 and 6 school councillors with a prize for the class and teacher + TA with the most attractive/ inviting book corner.

## **Bug Club**

- All children have a Login for ActiveLearn. Bug Club books are allocated to provide a mix of books, including their current reading level and some easier books. The rationale for allocation is that the books provide questions that can be answered correctly and they promote an enjoyment of reading (as evidenced by an increasing reading mileage).
- Monthly bug club competitions will result in prizes for children and adults ( who support and encourage the use of Bug Club.)
- Teachers in Y1 – Y3 are encouraged to use Bug club as one of their GR carousel activities.

## **Library Sessions:**

- The children have at least two visits per term to our school library.

## **Book Shop:**

- Our book shop is organised once a short term in addition to school events, with the aim of getting good quality books into homes as cheaply as possible.

## **General:**

- All staff are responsible for the tidy storage and care of books within the school, including the individual reading scheme books, guided reading books and the class book selection.
- All staff model respect for books and correct reading behaviours. Any damaged or old books are withdrawn from display.
- If books are lost a letter is sent home asking the parent/carers to look for the book. If the book is still lost a letter asking for £3 towards the cost is then sent out.