



Ashmole Primary School

Reading Policy

At Ashmole Primary School we believe that children who read for pleasure achieve better school performance than those who do not. The purpose of this policy is to ensure that children are consistently taught the skills that they need in both word reading and comprehension in order to be able to read for pleasure and to learn. The aims of our reading policy are:

- To ensure consistency in the teaching of how to read
- To ensure consistency in teaching and learning during Guided Reading
- To encourage children to read for pleasure

Section A

To ensure consistency in the teaching of how to read

At Ashmole Primary School we teach the children to read by primarily using synthetic phonics following the Little Wandle programme. Some children may be taught using a whole word approach.

Because our writing system is alphabetic, beginner readers are taught:

- how the letters of the alphabet, singularly, or in combination, represent the sounds of spoken language
- how to **blend** the sounds to read the words
- how to break up (**segment**) the sounds to spell.

The main points of the Little Wandle Phonics programme are:

- It values the children's speaking and listening skills which help to prepare the children for learning phonics.
- The children are equipped with the phonic knowledge and skills to become fluent readers by the end of Key Stage 1.
- It focuses on secure word recognition skills that are essential for children to decode (read) and encode (spell).

How do we teach Little Wandle at Ashmole Primary School?

- Each class has a daily phonics lesson in Reception and Y1.
- Each lesson lasts between 10 and 15 minutes.
- We use a multi-sensory approach.
- Each lesson has a focus, which may be a phoneme or tricky words.

Section B

To ensure consistency in teaching and learning during Guided Reading

WHAT IS GUIDED READING?

Guided Reading is where children put into practise their developing reading skills and understanding in a structured situation. Small groups of children, working at a similar stage of reading acquisition, work with an adult to read an unfamiliar text that has been chosen to reinforce, challenge and further develop their independent reading strategies.

The adult scaffolds the session so the children can take the initiative and put into practise what they have learnt in other reading and literacy activities.

Sets of texts are used so each member of the group has a copy. During Guided Reading the whole or a section of the unfamiliar text is read. Texts are chosen so that each member of the group can readily read and understand 90%+ at the instructional level.

Each guided reading teaching sequence will consist of the following parts or stages –

1. Text introduction and sharing the learning objectives with the children
2. “Walk Through” the text or independent “Pre-reading” (for more able groups)
3. Reading strategy check
4. Independent reading
5. Returning to the text for teaching points
6. Responding to the text and follow up

GUIDED READING SESSIONS

Before the Guided Reading session begins each group will need –

- Banded guided reading books at appropriate level for each group (these should not be chosen by the children) and with a copy for each member of the group
- ‘I Can’ statement sheets for each child in the group
- A child friendly group Learning Objective
- Reading diaries and in KS1 book bags for each child in the group
- A quiet reading environment (which should be maintained throughout the session)

During the Guided Reading session –

1. Text Introduction

- Make sure all the children have a book.
- Identify the text type and learning objectives for the session
- Relate the story to the children’s own experience (**fiction**) or tap into the children’s prior knowledge of the subject (**non-fiction**)
- Look at illustrations
- Look at front cover and encourage prediction – Who? Where? What?
- Look at back cover and blurb
- Very brief overview from illustrations, without revealing too much
- Note any text features and layout devices

2. Walk Through or Pre-reading: Less able readers will need to “Walk Through” the text with their teacher. More able readers benefit from “Pre-Reading” before working with their teacher in a focus group. Tasks given in “Pre-Reading” establish a purpose for reading through prediction making, vocabulary introduction, or considering (discussing with a partner) ideas that will provide the readers with the background knowledge required for discussing the text in more depth with the teacher the following day.

Walk Through	Pre-Reading
<ul style="list-style-type: none">• Look at the cover, blurb and pictures before starting to read.• Ask open questions about the book – ‘Why do you think...?’	<ul style="list-style-type: none">• Provide children with a copy of the text or page numbers/chapter which they are expected to read in preparation for working with the teacher the following day.

<ul style="list-style-type: none"> • Note children’s questions, predictions and ideas • Find out what the children already know if it is a non-fiction book • Don’t read it to or for them • Model language patterns that may be unfamiliar • Pick up any important words • Encourage prediction and reasoning 	<ul style="list-style-type: none"> • Provide a set of questions prompting the children to look at (and think about or discuss in their group) areas you will focus on the following day <i>e.g. titles, chapter introductions, summaries, headings or subheadings, possible follow-up questions and conclusions within the text.</i>
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3. Reading Strategy Check

Focus on the learning objective and a focus point from the ‘I Can’ statements

e.g. I can choose a book to read myself and give a reason for my choice (Y1) or

I can find the answers to questions from non-fiction texts identifying key words that tell you what to look for (Y3) or

I can deduce, infer and interpret character’s feelings, thoughts and motives from what they say and do (backed by evidence from the text) (Y5).

4. Read Aloud, Think Aloud (RATA) Comprehension Checklists and Bookmarks

Teacher to use RATA checklists and bookmarks as a tool to focus on the higher order thinking skills involved in reading comprehension, using the checklist appropriate to the age and ability of the pupils. The comprehension focus (or complete checklist) should give opportunities for pupils to achieve or begin to achieve the selected statement(s) from the ‘I Can’ sheet. The checklist and bookmarks can be used before, during, or after guided reading or independent reading, including during follow up work.

5. Independent Reading

Read through the book aloud or silently (depending on the age and ability of pupils). If reading silently ask the children to read to a certain page and then ask questions to make sure they’ve understood.

- Make sure they understand the meaning of new words and have not missed out words when reading.
- Make sure all children read all pages.
- Specify how much the group is reading and what to do when they have finished.

Support strategies during independent reading:

- Read it in your head/with your finger
- Point to the words as you read if you lose your place
- Which words were tricky?
- How can you find out what the word says?
- What word would fit there?
- What word would make sense?
- Check it. Does it look right and sound right to you?
- Was your prediction right?

Word Solving Strategies

- What letter/letters does it start with?
- Can you read the word from the picture
- What would make sense in the sentence there and sound right?

- Can you split the word into smaller words?
- Can you think of a word that looks like it?

6. Returning to the text

- Show me where to start reading
- Show me how you point as you read
- Show me where I go when I finish reading this line
- Show me a word
- Show me a letter
- Put your finger on a word that starts with
- Put your finger under the word
- Find the word
- Can you make this word with your letters?
- Finger frame a sentence on page
- Put your finger under a capital letter on page ...
- Put your finger on a full stop on page
- Can you find a lower case...to match the capital letter...?
- Can you re-read the bold print on page
- Can you find full stops, question marks, speech bubbles, speech marks?
- Can you find a long word on page?
- Can you break it into syllables? How many syllables has it got?
- Can you find a word that rhymes with
- Can you find a word that starts with the sound/blend

7. Responding to the text & Follow up

After reading check the children's understanding of the text.

Fiction

- What happened in the story?
- Why do you think the book is called?
- Where does the story take place?
- Who were the characters?
- What were the characters like?
- Why do you think the characters did this?
- What did you like best?
- Did you find anything funny/sad in the story and why?
- Was there anything you didn't like and why?
- Did the book make you think of anything that had happened to you?
- Did anything surprise you?
- Did you like the pictures? How did they help you?

Non-fiction

- What sort of book is this?
- What did you find out that you didn't know before?
- Does this book have a contents page/index? How do you use them?
- Where in the book would you find
- Do the pictures/layout help you understand the book better? How?
- Why is some of the text in bold? How can you find out what these words mean?
- What did you like best?

Recording

- Write brief comments for focus children for group on 'I Can' statements sheet with evidence
- Note any children who were exceeding expectations/struggling (use initials) and say with what
- Highlight any objectives the children could do with your initials and the date on their individual 'I Can' statement sheet
- Note on their sheet anyone who is absent or who has not brought their Reading Diary or KS1 Book Bag to school
- Note any children who are ready to move on and add their names to new group
- Write comments in each child's Reading Diary related to the Learning Objective or NC focus

Ideas for activities/follow up activities for children working independently

- Find letters that match a particular sound in text
- Find keywords in text
- Re-read book to a partner
- Act out the story in the role play area
- Re-tell the story with finger puppets
- Paint a picture of a favourite character, setting, part of the story, etc
- Play a game using pictures/text from the book
- Write your own story based on the book and illustrate it
- Work as group to perform part of text for others
- Use illustrations from book as starting point for poetry
- Use mind maps to make story maps
- Find words with particular long vowel patterns
- Find meaning of tricky words using dictionaries
- Find tricky words in text and then practise spelling them
- Find punctuation in text and notice usage
- Follow instructions from text to make things
- Find time words in text
- Find connectives used
- Find and steal 'wow' words from text
- Research unanswered questions from text on Internet
- Find alternative words that could replace some of the words in text
- Find verbs in text
- Find adjectives in text
- Highlight speech in text
- Write a book review
- Use story characters to create a cartoon
- Find similes in text
- Use questions and answers to present facts from text

FREQUENCY OF GUIDED READING SESSIONS

Guided Reading sessions will take place every morning in Years 1-6 for 30 minutes. In the Early Years Foundation Stage, the teaching of reading will initially be done as shared reading with the class teacher and teaching assistant. Children then begin to participate in short guided reading sessions where and when appropriate later in the academic year. Guided reading sessions should take place at least once a week for each group. This ensures that for most children progress proceeds at a fast pace.

However, less able readers may need more practise and, these children should be part of an intervention group to help them move on.

In addition to reading their Guided Reading Book in school each child should take home a book of their own choice from the class reading area, and a banded reading book if applicable.

Teachers should monitor the children's "Free choice Books" and countersign their reading records weekly.

All children should have an individual reading card and 'I Can' statements sheets.

It is expected that each child should read a minimum of once a week with an adult at home and with an adult at school (this includes the teacher but is in addition to Guided Reading).

Banded Books should be used for the transition between Y2 to Y3 and the children's progress through the bands in LKS2 should be closely monitored by the class teacher to ensure the child's progression.

Section C

To encourage children to read for pleasure

In your classroom there needs to be an area dedicated to books and reading. This should be clearly identifiable, welcoming and a place that children want to spend time and that encourages them to read and develop a love of books.

This space needs a sign to show that it is the reading area; you can call it what you/the children like (e.g. Reading Zone, Reading Den etc). These areas should not be 'book corners' but instead 'reading corners/areas' and so the word *reading* should be part of the name. Children should be given opportunities to read in the reading area during guided reading; this should be your group that are reading independently during that time.

Your 'Reading Area' *must* include the following:

- A clearly defined space
- A large sign demarcating the area
- A good balance of books (in good condition and organised into categories, genres, authors etc with labels)
- Crates/boxes that are suitable for the books and consistent in style
- Seating (cushions, small chairs etc)
- Bookcases appropriate to the books

Your 'Reading Area' *could* also include:

- Displays of posters, children's work related to literacy e.g. book reviews, character descriptions etc.)
- Hanging canopies
- Book of the week/author of the month display
- Recommended books (by adults or children)
- Opportunities for pupils to take ownership

All classes should have 2 librarians who are responsible for making sure that the class keep the area tidy. We will buy badges for them and award them in assembly to raise the profile. They will change half termly.