

READING POLICY

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Reading Policy

Aim

We want all our children to be able to:

- Read fluently and with confidence.
- Use books to develop empathy, feed their imagination and further their knowledge of the world.
- Develop a love of reading.

Opportunities

- Reading time to children
- Class reader
- Whole class reading.
- Role play
- Book corner
- Storytime phonics

- Class book share
- Story telling
- Working walls
- Digital media
- RWInc
- Vocabulary wall

- Library time
- Treasure house
- Imagination library
- Learning theme
- Research

Phonics / Read Write Inc

When using RWI to read, the children will:

- learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
- learn to read words using Fred Talk
- read lively stories featuring words they have learned to sound out
- show that they comprehend the stories by answering questions.

When using RWI to write, the children will:

- learn to write the letters/letter groups which represent 44 sounds.
- learn to write words by saying the sounds in Fred talk
- write simple sentences
- compose stories based on picture strips
- compose a range of stories based on writing frames.



Whole Class Reading

Children will be taught the key skills in reading through access to a class text. This will be the same text for each year group in all the Delta academies. This allows the teachers to work collaboratively on aspects such as planning and assessment.

Children will also be exposed to:

- Short stories
- Non-fiction texts
- Poems
- Songs
- Video clips

The children will discuss these texts in large and small groups and with mixed ability talk partners. Every session the children will spend time recording answers in their reading evidence book. Independent work will be used to inform planning and assessment.

Each session will focus on one of the content domains in depth. The sessions will follow a consistent format in order for children to become familiar with the structure and routines.

The children are first presented with a short piece of text and a question linked to one of the content domains. The children then discuss this in talk partners and as a class.

There is also daily fluency development work. There will be a range of techniques adopted at this point. These include: shared reading, partner reading, echo reading, speed reading etc.

The children will be then presented with a question linked to their reading and a specific content domain. Once again this will be discussed at length through the use of talk partners and small and class discussion. The aim of this is to deepen the children's understanding and to move towards mastery.

The children will then be presented with an independent task that they complete in their reading journals. This will be linked to the class discussion. The tasks may be differentiated where appropriate using the cognitive domains.

Assessment in Reading

Assessment of reading takes place in many different forms. Pupils' learning is assessed daily in lessons through observations, conversations with pupils and through looking at the completed work. Pupils also assess their own learning using their targets and by evaluating their understanding against the toolkit.

Peer and group assessment is another method used within our lessons. Teachers use this assessment to inform the planning of the following lessons, to ensure that all pupils are supported and challenged in their learning.

As well as assessing the children's reading during our whole class reading sessions, an independent reading task is planned for the children to really show off what they have learnt. This, along with teacher assessment, forms our formative assessment for reading, which enables us to ensure that pupils are making good progress, identify the next steps and areas of need for individual pupils and address this through our future planning and/or through any interventions that are needed.

Formative assessments, along with termly summative assessments, will then be used to inform the RAG and ITAF to assess the pupils on an ongoing basis and make a judgement about whether a pupil is on track to achieve age-related or greater depth expectations. This information will all be recorded and discussed at RAG Meetings.



Reading Guidance

Here are examples of what each focus might look like in practice. These skills should be embedded across the whole curriculum and used whenever there is opportunity to explore texts.

Identify and explain

Understand the purpose and audience of the writing

Structural features – layout; diagrams; pictures; headings; paragraphing

Language features – vocabulary (specific, effect, author choice); sentence structure

Narrative feature – character, plot and setting

Locate

Use presentational devices to navigate through the text

Skimming and scanning

Locating key words and phrases

Reading around the word to make sense

Infer and predict

Use clues like actions, speech and descriptions

Draw on background knowledge – other stories, own life experiences

Use evidence to justify inferences or prediction

Use recognised themes to support predictions

Sequence

Retell events in chronological order

Use visuals to support – story maps, pictures etc

Understand when chronology is important

Summarise

Retell events selecting which parts are important

Highlighting key information – words, phrases etc

Concise note taking

Communicate information using own words

Explore Vocabulary

Understanding how context can influence meaning

Identify the meaning of unknown words using clues in the text

Explain how and why writers use language for effect

Explore relationships between words and word families

Compare

Identify similarities and difference between and within genre styles

Explore relationships between different characters, settings and plots

Understanding and communicating different viewpoints

Explore writing styles of different writers, looking particularly at audience and purpose