



Reading Policy

Vision

Reading is the core of our curriculum. We teach children to be confident and fluent readers who will have a lifelong love of books and reading. We understand that reading unlocks the world around the child and enables them to develop culturally, emotionally, intellectually, socially, spiritually and imaginatively. Therefore we have created a reading curriculum that is ambitious for all children.

The school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations (page 87 School Inspection Handbook November 2019).

Aims

For all pupils to

- Read fluently and confidently at and beyond age-appropriate expectations
- Enjoy reading and develop a love of books
- Acquire a wide vocabulary and develop an interest and love of words
- Understand fully what they read
- Be able to use reading independently across the curriculum
- Appreciate our rich and varied literary heritage
- Monitor and self-correct their own reading
- Understand how authors craft their writing
- Know and understand a range of genres

Reading Curriculum

Reading is a multi-faceted and so this section is organised under the following headings

- General Information
- Word reading
- Fluency
- Comprehension
- Vocabulary
- Becoming a reader at school
- Becoming a reader at home

This is known in the school as 'Building a Balanced Reader' and this 'Balanced Reader' approach is used across St Andrews.

General Information

- In EYFS 'Development Matters' is the curriculum.
- In all year groups, our reading curriculum is taken from the 'National Curriculum' and 'Target Tracker'. This sets out the objectives that each year group teaches and shows the progression within and across year groups.
- The school takes a mastery approach to learning objectives and levels of text. Unless a child has a special need related to reading, they will work on the objectives and age-appropriate texts for their year group. Age-appropriate texts for each year group have been identified.

Word Reading

- 'Letters and Sounds' provides the structure and progression of our Phonics programme
- The school's phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals.
- 'THRASS' is used in classes to complement this programme and is used to match and enhance the 'Letters and Sounds' programme
- Phonics progresses as follows:

| Time | Content |
|---------------|----------------------------|
| EYFS Autumn 1 | Phase 1 |
| EYFS Autumn 2 | Phase 2 |
| EYFS Spring 1 | Phase 3 |
| EYFS Spring 2 | Phase 3 |
| EYFS Summer 1 | Phase 3 |
| EYFS Summer 2 | Phase 4 |
| Y1 Autumn 1 | Revision of phases 3 and 4 |
| Y1 Autumn 2 | Phase 5 |
| Y1 Spring 1 | Phase 5 |
| Y1 Spring 2 | Phase 5 |
| Y1 Summer 1 | Phase 5 |
| Y1 Summer 2 | Phase 5 |

- Weekly teaching focuses are detailed in teacher's phonics medium term plans ensuring progression through phases to match the above table
- Each child in EYFS and Y1 receives at least one daily phonics session of twenty minutes. This follows the structure of revisit, teach, practise, apply.
- Teachers plan this on a weekly plan (Appendix A)
- Teachers will informally assess during daily sessions
- Pupils who are at risk of developing gaps in their phonics are given extra phonics support as soon as possible. This information is recorded on school provision maps and individual class intervention timetables

- In addition to this, pupils are assessed formally on a half termly basis. The reading part of this assessment comprises of three parts - recognising sounds, reading words containing the sounds and reading high frequency words
- The results of assessments may lead to some adaptation of the phonics medium term plan
- In EYFS and Y1 phonically regular books are used in school for one-to-one reading in order for pupils to apply their phonics learning
- Phonics is constantly applied and consolidated in other English lessons, child-led learning and across the curriculum
- Children who have failed the phonics screen at the end of Y1, undergo a full phonics assessment and attend an intervention group in Y2 to fill their gaps and build their confidence
- The application of phonics remains a priority in Y2 and KS2. Teachers continue to support and advise their pupils on this important area. 'THRASS charts' are used in class to support children with daily reading, as well as with reading into writing. SEND pupils may access phonics interventions in KS2.
- As well as phonics, pupils are also taught 'back-up-strategies' to aid decoding, such as use of context and grammar, graphical representation and learning of high frequency words
- Use of phonics as well as morphology and etymology continues through KS2 when decoding new words

Fluency

- Fluency is a focus throughout the school but especially in Y2 and Y3. Here teachers use a combination of modelling, echo reading, choral reading and paired reading to teach fluency.
- Fluency is a regular focus as texts get harder in KS2. Teachers still use the above strategies, with foundation subject texts being used to support and practise fluency.

Comprehension

- The set of reading comprehension skills taught in our school are as follows:
 - Core Skills
 - Clarifying (retrieval, vocabulary)
 - Inferring
 - Auxiliary skills
 - Imagining
 - Linking
 - Predicting
 - Summarising
 - Evaluation skills
 - Understanding purpose and viewpoint (Y3 onwards)
 - Understanding text organisation
 - Understanding writers use of language (Y2 onwards)

- Comprehension is first introduced in EYFS by asking the children questions about books they are listening to, reading or sharing. This is recorded on tapestry or in a class big book
- Comprehension is taught through daily 'Guided Reading' sessions through whole class and small group teaching. The structure of the week is teaching (of strategy), strategy consolidation, unseen comprehension and test strategy. It is planned using the weekly planning format (see Appendix B)
- If children are not working at age-related expectations, they will work on reading comprehension in a smaller group at their level.
- Teachers may also use active reading strategies either within these sessions, other reading lessons or across the curriculum. These include drama, visualisation, text restructuring, writing from reading, cloze, labelling, sequencing, circling/highlighting/underlining (text marking), readers theatre, choral, echo and paired reading.
- Teachers also are actively encouraged to trial creative new approaches, feeding back during staff meetings and to the English Leader.

Vocabulary

- Vocabulary is taught directly and indirectly
- Indirect teaching includes:
 - Engaging in oral language with adults
 - Listening to adults read
 - Regular reading themselves
- Direct teaching includes:
 - Teaching children specific words before a reading activity
 - Teaching words across an English Unit
 - Repeated exposure to vocabulary across the curriculum
 - 3-4 times weekly Magic Spell sessions

Becoming a reader at school

- Every child has a reading record
- Reading books are banded throughout the school (see Appendix C)
- In EYFS and KS1, each child is heard read once a week. If a child isn't being heard at home they become a 'daily reader' and will be heard by an adult in school on a daily basis.
- In EYFS and Y1 phonically regular reading books are used in school for one-to-one reading
- In Y3 and Y4, each child is heard read by the teacher at least once a half-term. If a child isn't being heard at home, they become a 'regular reader' and are heard by an adult on a regular basis.

- In Y5 and Y6, each child has a reading conference with a teacher at least once a half term. If a child is struggling with reading, they become a 'regular reader' and are heard by an adult on a regular basis.
- Children read independently for at least ten minutes a day in class from Y3 onwards
- Parent 'reading mentors' and governors regularly read with pupils
- Across the school, 'Storytime' occurs daily, usually at the end of the day (although the timing is flexible). In KS2 an 'aspirational text' is read to the whole class over a half term or term. This begins in Y2 in the Spring term
- Every class has access to books within their own classroom
- The school library is accessed by every class at least once a fortnight. Library monitors enable the library to also be open twice weekly at lunchtimes.
- Teachers plan opportunities for reading across the curriculum. These enable pupils to routinely apply the skills they are learning in English.
- In Y2 all children are taken to the local library in the summer term. They are encouraged to apply for and receive their library card if they are not already members.
- A whole school event, promoting books and a love for reading, is planned for every term
- In KS2, a 'Reading Passport' has been created for each year group. This ensures children have access to high quality texts from a range of genres. The passport is differentiated and prizes for number of books read are given (see Appendix D)

Becoming a reader at home

- Parents/guardians are offered a workshop each year to update their knowledge and the school expectations of how to support their children.
- Children are expected to be heard read by an adult at least three times a week with an aim of five times a week communicated to parents. Incentives are offered for this reading at home
- In EYFS and KS1, a book, chosen by the pupil, is taken home weekly to read to parents/guardians
- Children continue to read to their parents in KS2, although in Y5 and Y6 'reading conversations' are encouraged
- Children are encouraged to regularly read independently at home from Y3 onwards
- Reading for enjoyment is important, and reading conversations in Y5 and Y6 to help find new books for individual pupils is important. Recommended reading lists are given to pupils in these classes with a 'Passport' of reads to complete for each year group

Assessing impact

- The school uses 'Target Tracker' for periodic assessment. This is completely aligned to the school's curriculum
- Teachers update their assessments on a half termly basis
- Assessments are made through a combination of observation, discussion and written work
- The weekly comprehension sessions in daily 'Guided Reading' help teachers to make their judgements in this important area
- Reading age assessments are carried out on a termly basis for some pupils
- These reading age assessments are used for intervening with lower attainers and for placing children in book bands
- Termly 'fluency checks' are carried out from year 1 onwards.
- Phonics is assessed on the school phonics assessment system half termly
- The phonic screen, KS1 statutory assessment and KS2 SATs provide transitional assessment

Monitoring

- The English Subject Leader creates an action plan at the start of each academic year. This is updated termly. A monitoring timetable is then made each term to ensure this policy and the school curriculum are followed and taught. They will use a range of monitoring strategies and ensure that they triangulate between these. Support is then offered to teachers where 'areas for development' are identified.
- The English Subject Lead also has regular time with the English Consultant to review the impact of this policy.

Renewal

- This policy is revisited on a yearly basis and amendments are made where appropriate.



| W/C: | | Phase: | | | | |
|--------------------|--|-----------------------------|-----------|----------|--------|--|
| | | Sounds to be taught: | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday | |
| Revisit/ Review | | | | | | |
| Teach | | | | | | |
| Practise | | | | | | |
| Apply | | | | | | |
| Assessment | Other Adults/Interventions throughout week: | | | | | |

Appendix B



Teacher: _____

Year/Set: _____

Date _____



| Group | Main teaching (20 minutes) | Session 1 (20 minutes) | Session 2 (20 minutes) | Session 3 (20 minutes) | Session 4 (20 minutes) |
|--|---------------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Group 1 MAPS Green | Whole Class Teaching NC objective: | Guided Group | Strategy Consolidation | Unseen Comprehension | Test Strategy |
| Group 2 LAPS Blue | | Strategy Consolidation | Guided Group | Unseen Comprehension | Test Strategy |
| Group 3 MAPS Green | | Strategy Consolidation | Unseen Comprehension | Guided Group | Test Strategy |
| Group 4 HAPS Turquoise | | Strategy Consolidation | Unseen Comprehension | Test Strategy | Guided Group |



KS1 Guided Reading Book Bands Overview



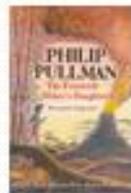
Collins Big Cat KS1 books are levelled to match the Institute of Education Book Bands for Guided Reading.

| Age | Book Band | Learning opportunities | Text characteristics |
|------------------------------|--|---|--|
| Reception (4-5 years old) | Lilac/Band 0 | <ul style="list-style-type: none"> Locate title and open front cover. Relate narrative to own experience. Retell narrative in own words. | <ul style="list-style-type: none"> Wordless books. Illustration provides full support for telling story/narrative. |
| | Pink A/Band 1A | <ul style="list-style-type: none"> Locate title. Know that left page comes before right. Can turn pages appropriately. Start to match spoken word to printed word (one-to-one correspondence). Confirm this matching using a few known words or letters. Work out the storyline from the illustrations and repeated language patterns. | <ul style="list-style-type: none"> Simple, highly predictable text with familiar objects/actions in the same place on each page. One repetitive, whole-sentence structure that includes at least one high-frequency word. Reasonably large font size with clear spaces between words. 1-2 lines of text per page. Illustrations that provide full and direct support for the text and are well separated from it. |
| | Pink B/Band 1B | <p>As Pink A but with the following progression:</p> <ul style="list-style-type: none"> Use some letters together with meaning to read the text, including CVC words. Match spoken to printed word (one-to-one correspondence) across 2-3 lines of print. Show some awareness of mismatches between reading attempts and text. | <p>As Pink A but with the following progression:</p> <ul style="list-style-type: none"> Natural language following children's speech patterns. 1-2 repetitive, whole-sentence structures that each include at least one high-frequency word. |
| | Red A/Band 2A | <ul style="list-style-type: none"> Consolidate secure control of one-to-one matching on a wide range of texts. Solve simple words by blending phonemes from left to right and check for meaning, correct syntax, i.e. does it make sense and sound right? Begin to notice own errors. Start to read in a more phrased manner while maintaining track of the print. | <ul style="list-style-type: none"> Slightly longer, highly predictable text involving familiar objects and actions. Repetitive sentence/phrase patterns that include high-frequency words and simple words that children can solve by blending phonemes following children's speech patterns. Simple story development (fiction text). Possibly more than one print format (non-fiction). |
| | Red B/Band 2B | <p>As Red A but offering slightly more challenge.</p> | <p>As Red A but offering slightly more challenge.</p> |
| | Yellow/Band 3 | <ul style="list-style-type: none"> Follow print with eyes, finger-pointing only at points of difficulty. Take more note of punctuation for grammar and oral language rhythms. Cross-check all sources of information while reading, and sometimes self-correct. Note familiar words and phonemes and use these to get to unknown words. | <ul style="list-style-type: none"> Repetition of phrase patterns, ideas and vocabulary, and variation of sentence structure. Storylines include episodes in a time sequence and framework of familiar experiences. Some literary conventions, familiar oral language structures, illustrations support the text quite closely. Non-fiction texts use personal experience and children's language patterns. |
| Reception (4-5 years old) | Blue/Band 4 | <ul style="list-style-type: none"> Move through text attending to print, meaning, and sentence structure flexibly. Self-correct more often, rereading to enhance phrasing and clarify precise meaning. Take more note of punctuation for grammar and oral language rhythms. Identify constituent parts of unfamiliar two-syllable words to read correctly. Discuss content in a way that indicates understanding. Manage a variety of genres. | <ul style="list-style-type: none"> Variation in sentence patterns and content. Literary language with natural language. Repeated language patterns are longer, or act as refrains. Up to six or eight lines of text on a page and more similar-looking words appearing. Stories have more events. Non-fiction has abstract terms/impersonal sentence structures. Pictures support storyline rather than convey precise meaning so closely. |
| Year 1 (5-6 years old) | Green/Band 5 | <ul style="list-style-type: none"> Read fluently with attention to punctuation. Solve new words using print detail, attending to meaning and syntax. Self-correct. Manage effectively a growing variety of texts, including non-fiction. Discuss and interpret character and plot more fully. Use contents page and glossary in non-fiction books, and locate information. | <ul style="list-style-type: none"> Varied, longer sentences, with little repetition of phrases. Repeated, unfamiliar words. More varied and larger number of characters involved. Events sustained over several pages with a larger number of words on page. Less familiar, more specialized vocabulary. Illustrations provide moderate support for fiction. Print may be located in captions, fact-boxes and diagrams in non-fiction. |
| | Orange/Band 6 | <ul style="list-style-type: none"> Get started on fiction after briefer introductions, without relying on artwork. Examine non-fiction layout, using contents pages to select sections of a book to read. Read longer and more complex sentences with a range of punctuation and text layout. Use familiar syllables to read longer words. Use appropriate terminology in discussion. Check information in text with illustrations and comment on content. Infer meaning. | <ul style="list-style-type: none"> Increased proportion of space allocated to print rather than pictures in fiction. Illustrations support overall meaning of text. Longer stories with more literary language. Sentence structures more complex. Range of text provision, e.g. plays, simple poetry, simple non-fiction of different types. Non-fiction texts contain more formal sentences and unfamiliar terms and layouts. |
| | Turquoise/Band 7 | <ul style="list-style-type: none"> Extract meaning from the text while reading with less dependence on illustrations. Use punctuation and text layout to read with expression and control. Sustain reading through longer sentence structures and paragraphs. Tackle a higher ratio of complex words with known vocabulary, phonics and syllables. Monitor own reading, checking and self-correcting while considering text meaning. Navigate around texts such as indexes, glossaries, and dictionaries. | <ul style="list-style-type: none"> More extended descriptions and use of literary phrasing. More print, more illustrations and layout with elaborated episodes and events. More unusual and challenging vocabulary, particularly in non-fiction. Illustrations provide a lower level of support in fictional texts, and include graphs, maps, and diagrams in non-fiction. Non-fiction texts contain longer, more formal sentences. Some repeated terms. |
| Year 2 (6-7 years old) | Purple/Band 8 | <ul style="list-style-type: none"> Adapt to a variety of fiction, non-fiction and poetry with growing independence. Read silently and rapidly. Use punctuation to keep track of longer sentences. Solve most unfamiliar words by blending less common digraphs and recognising alternative spellings to read longer and more complex words. Predict content/layout/story development. Take more conscious account of literary effects and the formal language of non-fiction. Begin to consciously use reading to extend speaking, writing, vocabulary and syntax. | <ul style="list-style-type: none"> Sentence structures becoming longer and more complex. Wider variety of genre but still illustrated. Storyline may be more involved and reflect the feelings of the writer. Some books with short chapters for more sustained reading. Characters are more distinctive and rounded than at earlier levels. Non-fiction texts cover an increasing curriculum range and different text formats. Alphabetically ordered texts, i.e. dictionaries and simple encyclopedias, glossaries, indexes. |
| | Gold/Band 9 | <p>As Purple, but offering slightly more challenge.</p> | <p>As Purple, but offering slightly more challenge.</p> |
| | White/Band 10 | <ul style="list-style-type: none"> Read silently, sustaining interest in longer text, returning to it easily later. Use text more fully as a reference and as a model, and find information in texts more flexibly. Notice the spelling of unfamiliar words and relate to known words. Show increased awareness of vocabulary and precise meaning. Express reasoned opinions and interpretations about what is read, and compare texts. | <ul style="list-style-type: none"> Storyline or theme sustained over a longer period of time with chapters or subsections. Sentence structures may be longer, with more subordinate phrases or clauses. Characters may be more fully developed with more than one point of view expressed. Information/action implied, not spelled out. May contain more metaphorical or technical language. Non-fiction texts in a broader context and include more detailed information. |
| | White Plus/Band 10+ | <p>As White, but offering more challenge for pupils that are ready for higher reading levels.</p> | <p>As White, but with longer texts and more complex plot structures.</p> |
| | Lime/Band 11 | <ul style="list-style-type: none"> Recognise text type and predict general content, returning easily to them after a break. Read silently, adjusting speed to suit material and monitoring the meaning. Rerun to make different interpretations of dialogue, complex sentences etc. Make use of blurbs, glossaries, and indexes to locate information quickly and accurately. Express reasoned opinions about what is read, and compare texts. Sustain meaning over many phrases for comprehension due to complex sentences. | <ul style="list-style-type: none"> Storyline or theme may be sustained over a longer period of time with chapters or subsections. More unfamiliar, sophisticated terms including a greater range of verbs to suggest precise meanings. Widening range of layout, genre, and writing style. More metaphorical or technical language. More technical vocabulary not supported directly by illustrations. |
| Lime Plus/Band 11+ | <p>As Lime, but offering more challenge for pupils that are ready for higher reading levels.</p> | <p>As Lime, but with longer texts and more complex plot structures.</p> | |

Appendix D

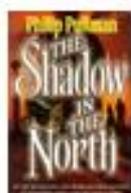
YEAR 6 READING PASSPORT

2020 -2021



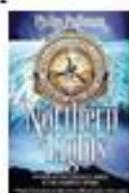
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Home Adult:



Class Teacher:

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Class Teacher:

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Class Teacher:

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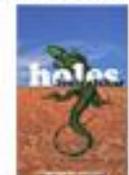
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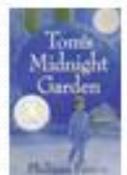
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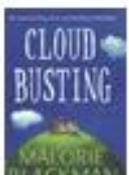
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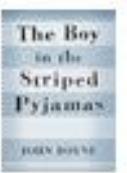
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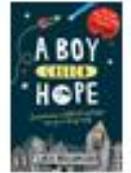
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Appendix D continued

| YEAR 6 READING PASSPORT 2020-2021 | | |
|--|---|-----------------------------|
| Genre | Book Title/author | Rating out of 5 stars |
| Focus Author | Firework Maker's Daughter | |
| | The Shadow in the North | |
| | Northern Lights | |
| Adventure | Percy Jackson and the Lightning thief by Rick Riordan | |
| | Noah Barleywater runs away by John Boyne | |
| | The Girl of Ink and Stars by Kiran Millwood Hargrave | |
| | Holes by Louis Sachar | |
| Classic | The Railway Children by Edith Nesbit | |
| | Tom's Midnight Garden by Phillipa Pearce | |
| | Robinson Crusoe by Daniel Defoe | |
| | Little Women by Louisa May Alcott | |
| Memoir / Biography | Cloud Busting by Malorie Blackman | |
| | The Boy in the Striped Pyjamas by John Boyne | |
| | A Boy Called Hope by Lara Williamson | |
| | The diary of Ann Frank | |
| | Hidden Figures by Margot Lee Shetterly | |
| Fantasy | The Nowhere Emporium by Ross Mackenzie | |
| | Lion Boy by Zizou Corder | |
| | The Borrowers by Mary Norton | |
| | The Hobbit by J.R.R Tolkein | |
| Mystery/ Crime | Precious and the Monkeys by Alexander McCall Smith | |
| | The Portal Andrew Morris | |
| | The Diamond of Drury Lane by Julia Golding | |
| | The London Eye Mystery by Siobhan Dowd | |
| <p style="text-align: center;"> Challenge Expected/standard Easier </p> | | |



Prizes



6 Books - certificate and sticker

12 Books - Stationery prize

18 Books - Cookies with Mrs Berkeley or Mr B

24 Books - A book to keep

