



Exceed to Succeed

Reading Policy

Aims

Our overarching aim for English at Havelock Primary School is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

As a **Rights Respecting School** we uphold the articles from the United Nations Convention on the Rights of the Child. These articles underpin our Reading policy:

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all things that affect children.

Article 17 (access to information from mass media) Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

To promote high standards of literacy, we aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences modelled in their reading.
- use discussion in order to learn; they should be able to elaborate and

explain clearly their understanding and ideas, supported with evidence from the text

- are competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating understanding of what they have read.

Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is our aim that, by the end of their primary education, all pupils at Havelock Primary School are able to read fluently, and with confidence, in any subject.

The teaching of Reading

We use the **Power of Reading** approach throughout the school, so our teaching is centred around inspiring and challenging core texts in each year group.

Reading, at Havelock, takes place throughout the curriculum where children are encouraged to apply the skills they have been taught in focused reading lessons, such as Guided Reading.

Teaching in **Guided Reading** sessions, across the school, focusses on developing pupils' competence in both word reading and comprehension as outlined in the National Curriculum Programmes of Study for Reading. Skilled word reading involves both the speedy decoding of unfamiliar printed words and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why, at Havelock Primary School, **phonics** is emphasised in the early teaching of reading to secure independent decoding and we use the **Read, Write Inc** programme to achieve this.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of engaging stories, poems and non-fiction. Bug club texts are used on the iPads when teachers read with their guided reading groups. Children work in groups using the **Reading Roles** (from the Power of Reading) independently with differing texts. Each classroom has stimulating and inviting book corners, where children are expected to explore and organise their books.

Pupils visit both the school library and Southall library regularly, taking books from the school library weekly. Hounslow Library Service also provide quality texts for each Year group, chosen to match each term's class topics.

EYFS

In EYFS, reading is an important feature inside and outside the classroom. We have a range of ways in which we promote reading:

- Book corners that are stimulating and accessible, owned and loved by children, indoors and outdoors.
- Using core books to plan for children's interests and class topics

- Children have the opportunity to read to an adult using levelled reading books once a week. Children can choose a new book twice a week, as well as taking a story book home. Reading records communicate reading progress between home and school, and include teachers' and parents' feedback.
- Having enthusiastic staff who share their excitement of books with children
- Having a range of quality books available in all areas of the classroom
- Having opportunities for independent writing in all areas of the classroom
- Using story props, story sacks, role play areas and displays to enhance core books
- Having well planned, shared reading sessions that all practitioners are confident to take part in
 - Opportunities for children to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation
 - Involving parents in understanding the importance of early literacy through parents' workshops, modelling during "soft start", newsletters, home shared reading and reading books etc
 - Listening to and joining in a variety of genres, for example, non-fiction, poems, taped stories, rhymes etc
 - Opportunities to retell and to act out stories using props and story maps.

Key Stage 1

Children in KS1 have reading at the heart of their English lessons to develop happy, healthy and curious learners who read confidently and independently.

Children in Year 1 and 2 take part in daily 20 minute Phonics lessons to help improve word reading skills and strategies to engage with texts. We follow the Read Write Inc approach and use phonetic reading scheme books and rhymes so pupils practise and develop the ability to segment and blend phoneme/grapheme sounds independently.

The children in Year 1 and 2 also have daily Guided Reading sessions that last for 20 minutes. A different focus group is taught by the teacher or teaching assistant where the children will be taught new skills in order to progress with their reading. These skills are based on the teachers' assessment and the children's next steps. Further to the focus group, a carousel of activities is undertaken by the children working independently. The activities are linked to the texts the children are reading and promote the independent application of skills previously taught.

Key Stage 2

Children in Years 3 to 6 take part in daily Guided Reading session that last for 20 minutes. A different focus group is taught by the teacher daily, where the children will be taught new skills in order to progress with their Reading. These skills are based on teachers' assessment and the children's next steps.

Further to the focus group, the other pupils take on a range of “Reading roles” within their group, giving a clear purpose to their reading and discussions and enabling them to work independently. The activities are linked to the texts the children are reading and promote the independent application of skills previously taught.

Home Reading

We work in partnership with parents, so pupils develop a love of books and reading. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age.

“Bug Club” is used from Reception to Year 6, through which children access a range of texts to read at home.

Encouraging children to read widely, in and out of school, across both fiction and non-fiction, helps to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.

Children in EYFS and KS 1 have the opportunity to read to an adult using levelled reading books once a week. We use “book bands” to ensure books are the right level of challenge for children to make good progress. Children can choose a new book to read at home twice a week as well as taking a story book home at the weekend. Reading records communicate reading progress between home and school, and include teachers' and parents' feedback.

Planning

Planning is centred around Power of Reading texts, and is evaluated and adjusted in response to assessment for learning. The English Subject Leader and Senior Leadership team monitor the planning and delivery of the Reading curriculum.

Teachers use the strands in the Programme of Study for English from the National Curriculum (2014) as guidance and Target Tracker targets to ensure teaching addresses the gaps in children's learning. Appropriate pitch and challenge is planned to enable all pupils to achieve and make good progress.

Assessment

Assessment for learning is ongoing. The staff assess attainment in Reading every term to update Target Tracker, using evaluations made on their planning and guided reading sessions, written assessments of comprehension and independent learning the children have produced – either written or verbal. Phonics progress is assessed termly.

For formal testing within school see the assessment policy.

Visible Learning and feedback

Through our Visible learning approach our pupils have a clear understanding about the next steps in their learning and how they can achieve their targets.

They are fully engaged in their learning journey and take responsibility for their progress.

Equal Opportunities

See the School's Equal Opportunities, SEN and EAL policies.

SEN

Pupils with difficulties in learning to read or with Special Educational Needs have their needs identified promptly and interventions provided that will accelerate their progress. Progress is measured and tracked to ensure they are catching up with their peers.

In KS1 for example, additional teaching and support is provided through 1:1 reading with an adult, the Better Reading Partnership 1:1 reading programme, extra guided reading in small groups and daily "Catch up" Phonics sessions.

In KS2 additional teaching is provided through regular 1:1 reading with an adult, pre-teaching of key vocabulary to support children's understanding, 1:1 Beanstalk readers twice a week and the "Fresh Start" Literacy programme.

EAL

"Catch up" Phonics sessions are provided straight away for new EAL arrivals and our EAL Leader assesses their reading skills promptly and ensures new pupils join the local library. Staff liaise with parents to encourage them to enjoy bilingual books with their children, asking questions and discussing the book in their home language or in English, supporting their enjoyment of books and their acquisition of English.

Policy Review

This policy will be reviewed annually.

Appendices :

1. Type of questions to ask children when reading (+ available on website)
2. Information for parents on supporting your child at home in reading.
3. Information for parents about Bug Club.
4. Bloom's Taxonomy of low level and high level thinking skills

1. Type of questions to ask children when reading

AF	Fiction	Non-Fiction
2	<ul style="list-style-type: none"> -Where does the story take place? -When did the story take place? -What did the character look like? -Where did the character live? -Who are the key characters in the book? -What happened in the story? -What kinds of people in the story? -Explain something that happened at a 	<ul style="list-style-type: none"> -What is the text about? What is the title of the text? Who is the author of the text? -What kind of things would you expect to see in this book? -Can you find examples of different features of this text type? -Find something that interests you from the text. Explain why you chose that particular

	specific point in the story?	part. -Where would you look to find out what a technical word means? -What is on the cover of the book? What does this tell you about the content inside?
3	-If you were going to interview this character/author, which questions would you ask? -Which is your favourite part? Why? -Who would you like to meet most in the story? Why? -What do you think would happen next if the story carried on past the ending of the book? -Who was the storyteller? How do you know? -Predict what you think is going to happen next. Why do you think this? -Is this a place you could visit? Why/why not? -How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise you?	-Which parts of the book could help you find the information you need? -When would you use the contents page in the book? -When would you use the index page in the book? -What sort of person do you think would use this book? -When might someone use this book? Why? -Can you suggest ideas for other sections or chapters to go into the book? -Do you think the author of the book is an 'expert' about the topic of the book? Why/why not?
4	-Were you surprised by the ending? Is it what you expected? Why/why not? -What is the main event of the story? Why do you think this? -How has the text been organised? -Why do you think authors use short sentences? -How did you think it would end/should end? -Has the author used an unusual layout in the text? If so, describe it and say why you think they did this? -Has the author used a variety of sentence structures? -Has the author put certain words in bold or <i>italic</i> ? Why have they done this?	-Can you find an example of a page you think has an interesting layout? Why did you choose it? -Why have some of the words been written in <i>italics</i> ? -What are the subheadings for? -Why have some of the words been written in bold? -How does the layout help the reader -What is the purpose of the pictures? -Can you find examples of words which tell you the order of something? -What kind of a text is this? How do you know?
5	-Why did the author choose this title? -Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text? -Can you find some examples of effective description? What makes them effective? -Which part of the story best describes the setting? -Can you find examples of powerful adjectives? What do they tell you about a character or setting? -Can you find examples of powerful adverbs?	-Why does this book contain technical vocabulary? -Find an example of a technical word. Read the sentence it's in. What do you think it means based on how it's used in the sentence? -Are there any examples of persuasive language? -Why do we need a glossary in a text?

	<p>What do they tell you about a character, their actions or the setting? -Can you find examples of powerful verbs?</p> <p>What do they tell you about a character, their actions or the setting? -Find an example of a word you don't know the meaning of. Using the text around it, what do you think it means?</p>	
6	<p>-Can you think of another story that has a similar theme eg good over evil, weak over strong, wise over foolish? -Why did the author choose this setting? -What makes this a successful story? What evidence do you have to justify your opinion? -How could the story be improved or changed for the better? -What was the most exciting part of the story? Explain your answer as fully as you can. -What genre is this story? How do you know? -What was the least exciting part of the story? Explain your answer as fully as you can. -When the author writes in short sentences, what does this tell you?</p>	<p>-Why has the writer written this text? -Have you found any of the illustrations, diagrams or pictures useful? Why/why not? Try to explain fully -Why did the writer choose to present the information in the way they did? -How could the information be presented better? -What makes this text successful? -Are there any features that it hasn't got? Why do you think it doesn't have them? -Can you think of another text that is similar to this one? What are the similarities and differences between them?</p>
7	<p>-Do you know another story, which deals with the same issues eg social, cultural, moral issues? -Have you ever been in a similar situation to a character in the book? What happened? -How would you have felt in the same situation? -What would you have done differently to the character in a particular situation from the book? -How would you feel if you were treated in the same way as the main character? -What did the story make you think of? -Have you read any other stories that have similar characters to this one? If so, which story was it and what happened? -Do you think this book is trying to give the reader a message? If so, what is it?</p>	

2. Information for parents on supporting your child at home in reading.

Helping your child with reading



Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education. It's best to read little and often, so try to put aside some time for it every day.

Think of ways to make reading fun - you want your child to learn how pleasurable books can be. If you're both enjoying talking about the content of a particular page, linger over it for as long as you like.

Books aren't just about reading the words on the page, they can also present new ideas and topics for you and your child to discuss.

Tips for helping your child to enjoy books:

- Encourage your child to pretend to 'read' a book before he or she can read words.
- Visit the library as often as possible - take out CDs and DVDs as well as books.
- Schedule a regular time for reading - perhaps when you get home from school or just before bed.
- Buy dual-language books if English isn't your family's first language - you can talk about books and stories, and develop a love for them, in any language.
- Look for books on topics that you know your child is interested in - maybe dragons, insects, cookery or a certain sport.
- Make sure that children's books are easily accessible in different rooms around your house.

http://www.bbc.co.uk/schools/parents/primary_support

3. Information for parents about Bug Club.



What is Bug Club?

Bug Club is an online reading scheme with a personalised website for each child. It is to be used **AS WELL** as the printed book scheme we already have in school, but gives the children the chance to read e-books at the appropriate reading level.

Using the ebooks

Inside every ebook there are notes to help you make the most of reading with your child.

Inside Front Cover: for younger children, these notes identify difficult words with which children may need help and give ideas and strategies to help you feel confident that you know how best to help. For older children, the notes are intended to deepen each child's understanding of the book. They provide background information about the time or place the book was written or sometimes information about the author or illustrator.

Inside back cover: these notes suggest puzzles and challenges that help children think about their reading. These include 'Find it!' activities that encourage children to revisit the text; 'Share it!' tasks that may involve making or writing something; and other tasks that offer ideas for further reading.

Using the online reading world

If you have access to an internet connection, your child can enjoy reading Bug Club books online as well as in print. Each child has a unique homepage, and can log into it by following these steps:

- 1. Go to www.activelearnprimary.co.uk**
- 2. Enter the login details given to your child and the school code ([bgap](#))**
- 3. Your child's homepage will appear.**

Reading a book online

We allocate books to your child according to their reading levels. These books will appear on their personal homepages. Throughout the books there are quiz questions for your child to complete.

To answer a question, just click on the bug icon. Your child does not need to finish all the quiz questions in one sitting and can come back to a book later. When your child has finished all the quiz questions in a book, he or she will earn '**Bug Points**'. By reading more books, your child will earn enough points for a reward. The answers to the quiz questions will be sent back to our teacher site so that we can see how your child is progressing.

When your child has finished a book, it will move to '**Books I have read**' (for KS1) or '**Look again**' (for KS2). Children can read these books again if they want to, or they can choose new books from 'My Books'.

Getting involved

The reader

Until they are fluent readers, younger children will benefit from reading aloud to you as often as possible. By the time they are in Years 5 or 6, many children prefer to read silently to themselves.

Sharing reading

When sharing a book with your child, try to take opportunities to talk about the book – before, during and after reading.

Before reading

Look at the book cover and talk about your child's expectations. *Is the book likely to be fiction or non-fiction? Have you read other books together about these characters or by this author? What does your child think the book is going to be about?*

While reading

Support your child when unknown words need tackling: you can sound them out, split them into syllables, or identify suffixes and prefixes. Remind your child to listen to the words while reading them, to make sure that they make sense. Have a 'meaning check' every now and again to ensure that your child understands the text.

After reading

Talk about the book. What was it about? Did it match your child's expectations? Ask questions beginning with the words how and why to check that your child has been able to read between the lines. Ask whether anything seemed puzzling. Then ask your child to explain what the best and worst bits of the book were, and why.

4. Bloom's Taxonomy of low level and high level thinking skills

