

## Reading Policy – September 2022

### **Our Vision:**

Learning to read at primary school gives children the opportunity to access all areas of the curriculum. Our vision is that by the end of KS2, children will have developed life-long reading habits and a love of reading and books. Our text rich curriculum will expose children to new worlds, experiences and ideas and give them the opportunities to expand their horizon. Through our choice of texts and other reading opportunities, such as author visits, we will transport children on a reading journey.

### **Domains:**

The following domains will be taught as part of the reading sessions throughout children's time at Lings Primary school.

- Retrieve and record information from a text
- Make inferences
- Give and explain the meaning of words in context
- Summarise
- Make predictions
- Identify and explain how information is related and contributes to meaning
- Comment on authorial intent
- Make comparisons within text

### **Concepts:**

Reading and its domains will be taught through the following concepts.

- Phonemic awareness, letter knowledge and concepts of print
- Phonics and decoding
- Fluent, automatic reading of text
- Vocabulary
- Comprehension
- Written expression
- Continuous assessment to inform instruction
- Motivating children to read and develop life-long reading habits
- Drama

### **Timetabling and organisation**

### **Teaching of Reading**

- Reading will be taught every day for a minimum of 30 minutes in KS2, at least 4 times a week in Year 2 and at least 3 times a week in Reception and Year 1.
- Plan on Teams. Plans must be typed.
- Lessons must have an explicit learning objective taken from the National Curriculum. This could be focused on a reading strategy or a domain.
- Drama for Learning conventions should be used when appropriate as a teaching tool
- Texts should be used by the whole class with scaffolding/support put in place when necessary.
- Throughout the lessons should be opportunities for whole class reading, teacher reading, echo/choral reading, paired reading and independent reading.

### **Early Years**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

In Reception, children move from having a knowledge of how books are read and handled to answering questions about the text itself including retrieval of basic facts, making simple inferences and summarising the beginning, middle and end.

By the end of Reception, children working at the expected level of development will be able to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate, where appropriate, key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read most words consistent with their phonic knowledge by sound blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words

### **National curriculum**

Teachers will follow the programmes of study for reading at Key Stages 1 and 2, which consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Good comprehension draws from: linguistic knowledge, knowledge of the world, high quality discussion and experience of a range of genres.

In Key Stage 1, children will listen to and discuss a wide range of poems (including contemporary and classic), stories and non-fiction including fairy stories, traditional tales and rhymes, at a level beyond that at which they can read independently.

In Key Stage 2, children will read, listen to and discuss a wide range of fiction; poetry (including free verse and narrative); plays; non-fiction and reference books or textbooks; fairy stories; myths and legends; traditional stories; modern fiction; fiction from our literary heritage; and books from other cultures and traditions. For year group specific information see National Curriculum programme of study.

In both Key Stages, children will independently read books that are at an age-appropriate ability and interest level.

## **Planning, continuity and progression**

Reading could be linked to the overall subject topics for the term and where possible the reading lesson should link to the writing lesson. The National Curriculum Programmes of Study provide the statutory content for each year group. Short term plans identify learning objectives and skills to be taught in each lesson. Teachers plan inclusive lessons and differentiate to ensure that all children can access the curriculum.

**Teachers will also provide opportunities for children to build fluency and stamina when reading independently for example re-reading texts, reading aloud, reading increasing quantities of a wide variety of texts and opportunities for independent reading including reading across the curriculum.**

## **Classroom Environment**

- Reading area in every classroom which all children are able to access.
- Reading display (this could include reading recommendations and/or an author display).

## **Banded Books:**

- At the start of the year, all children are assessed and placed on a staged reading book. Children are then regularly assessed against the stages throughout the year. The children are encouraged to self-select from the appropriate stage.
- More able and confident readers in UKS2 will be able to choose a book from the 'Free Reading' band.

## **1:1 Reading**

- All children will have a home reading book.
- Teachers and parents will record any reading completed in individual reading record books.
- Please refer to appendix 1

## **Reading across the curriculum**

- Reading skills should be applied to other areas of the curriculum including cross-curricular reading links. Children will need to have reading opportunities in all areas of the curriculum. Teachers need to consider this when planning.

## **Reading for Pleasure**

- There should be opportunities for Reading for Pleasure at least 3 times a week. This could include the teacher reading aloud to the children for 15 minutes or the children having the opportunity to read independently whilst the teacher reads 1:1 with children. There should be a variety of reading opportunities.
- Children should have homework that links to reading at least once every half term, this could include reading challenges, competitions or book reviews/recommendations.

## **Reading Entitlement**

- In addition to following the Lings model for the teaching of reading, children should have further entitlements to reading at each Key Stage (see appendix 2).

## **Assessment of Reading**

- Use the simple view of reading to monitor and assess children at the end of Term 1 and Term 4.
- Use Friday's independent comprehension lesson to assess children's skills in different reading domains.
- Teachers to build on where children are at from previous year as they move into next year.
- Use the National Curriculum Reading documents in the assessment file to assess reading on an ongoing basis.
- Complete standardised tests three times.
- Use of teacher assessment and targets to track children.
- Use of past SATS papers to look at development in Years 2 and 6.
- Teacher to take note of the positive areas when marking tests and the areas that need to be improved. Teachers to use this knowledge to inform planning.

## **There are many different techniques you may use in the teaching of reading including:**

- highlighting texts,
- chopping up texts,
- circling key words,
- skimming and scanning texts,
- identifying key phrases in a text etc

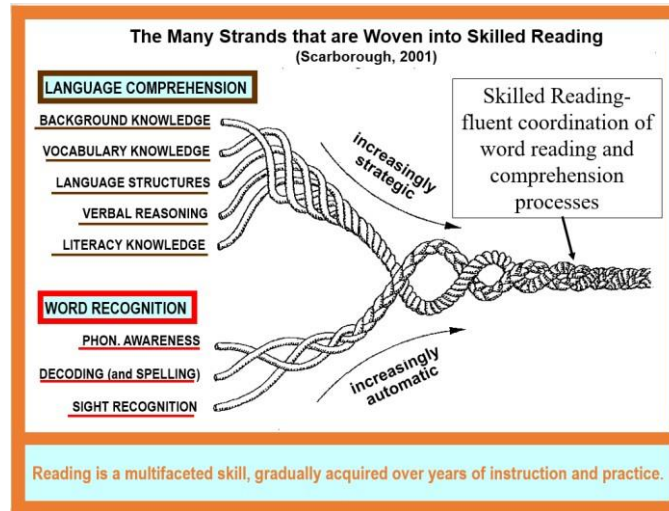
## **Some useful resources include:**

- Five-minute sketch stories on page 30 of the Chris Quigley resource.
- Connect strategies explained on page 32 to 40 of the Chris Quigley resource.
- Predict strategies explained on page 41 to 46 of the Chris Quigley resource.
- Questioning strategies explained on page 47 to 59 of the Chris Quigley resource.
- Visualising strategies explained on page 60 to 66 of the Chris Quigley resource.
- Looking for clues strategies explained on page 67 to 74 of the Chris Quigley resource.
- Use the Checking by exploring new words document on page 79 of the Chris Quigley resource.
- Use some of the 50 key questions on page 94 and 95 of the Chris Quigley resource.
- Summarising text on page 118 to 123 of the Chris Quigley resource.
- 124 to 132 of the Chris Quigley resource to look at Mind Maps, compare and contrasts, key facts, cause and effect and sequencing.

## **Teaching Sequence**

- Children should write about reading where appropriate. This can be done orally first and/or with scaffolds provided.
- Children need to be shown how to write for reading through careful modelling and discussion.
- Teachers will need to plan the amount of text carefully ensuring it is manageable. This should increase as the year goes on however, thought needs to be given based on the activity that is expected.

- **'Use of extracts'** - When teachers use extracts from a book there should be opportunities for the class to become more familiar with the text, whether this is added to their reading collection, putting the book on display, encouraging children to read the rest of the book or in story time.
- The length of text will need to increase over the year to build stamina.
- Teachers will need to reduce the amount of scaffolding and support given across the year (EEF).
- During the week the teacher will teach the whole class a specific reading skill however they will also be discretely reinforcing multiple skills and strategies. Over time children will become increasingly more proficient in combining strategies and skills to become skilled readers (ref: Scarborough Rope).



### Reception Teaching sequence

Length of time	What are the learners going to do?
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<p><b>Session 1</b></p> <p><b>Approx thirty minutes</b></p>	<p>Introduce text/objects/stimulus to class. This text/object/stimulus will link to the writing for the week in English. Read or engage with the text/stimulus/picture as a class or group.</p> <p><b>When working with text approach the text in the same way each week so it becomes automatic to the children:</b></p> <ol style="list-style-type: none"> <li>1. Read the title – what does this tell us?</li> <li>2. What type of genre is this? If appropriate</li> <li>3. Read the text- teacher</li> <li>4. Read it again – children could begin to join in</li> <li>5. Identify unfamiliar words – link to phonics – may be recorded</li> <li>6. Explain the meaning of the words (modelled)</li> <li>7. Basic text retrieval – may link to Drama convention(s)</li> <li>8. Inference (where appropriate)</li> </ol> <p>Where not working with text, children will be questioned about the stimulus.</p> <p>Teachers to plan for needs of the children and target adult support to meet needs of children in four quadrants of Simple View e.g. pair across quadrants, pre-teach, font</p> <p>There may be some evidence on working wall. This may be recorded in books as photographic evidence.</p>
<p><b>Session 2</b></p> <p><b>Thirty minutes</b></p>	<p>Read or engage with the text/stimulus/picture as a class or group.</p> <ul style="list-style-type: none"> <li>• Revisit text – could include acting out story, story mountains, characters, settings, drama, rhyming words, patterned language etc.</li> </ul> <p>Teachers to plan for needs of the children and target adult support to meet needs of children in four quadrants of Simple View e.g. pair across quadrants, pre-teach, font</p> <p>There may be some evidence on working wall. This may be recorded in books as photographic evidence.</p>
<p><b>At some point on Weds/Thurs/Fri</b></p>	<ul style="list-style-type: none"> <li>• Small group reading</li> <li>• May follow a similar model to Session 1</li> <li>• There may be independent groups with follow-up activities including asking children some simple questions i.e. how is the character feeling, whose _____ is it? Etc This can increase in complexity based on the time of the year or the ability of the child.</li> </ul>

**Year 1 Teaching sequence**

<p><b>Length of time</b></p>	<p><b>What are the learners going to do?</b></p>
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<p><b>Session 1</b></p> <p><b>At least thirty minutes</b></p>	<p>Introduce text to class. This text may link to the writing for the week in English or to other areas of the curriculum. Read the text or picture as a class, group or independently.</p> <p><b>Approach the text in the same way each week so it becomes automatic to the children:</b></p> <ol style="list-style-type: none"> <li>1. Read the title – what does this tell us?</li> <li>2. What type of genre is this?</li> <li>3. Read the text- teacher</li> <li>4. Read it again – individually/in pairs/aloud</li> <li>5. Identify unfamiliar words</li> <li>6. Model the meaning of the words (modelled)</li> <li>7. Basic text retrieval – may link to Drama convention(s)</li> <li>8. Inference (where appropriate)</li> </ol> <p>Teachers to plan for needs of the children and target adult support to meet needs of children in four quadrants of Simple View e.g. pair across quadrants, pre-teach, font</p> <p>Some evidence of recording in books or working wall.</p>
<p><b>Session 2</b></p>	<ul style="list-style-type: none"> <li>• Small group reading</li> <li>• This will include comprehension questions. This could be from any of the domains but should mainly focus on retrieval, inference or prediction i.e Where is he, how are they feeling or what do you think will happen next?</li> <li>• In the summer term this will be more formalised to prepare children for Year 2 including written responses to questions.</li> <li>• Sometimes this may be teacher-led and at other times may be an independent activity</li> <li>• There may be independent groups</li> </ul> <p>Some evidence of recording in books.</p>
<p><b>Session 3</b></p>	<ul style="list-style-type: none"> <li>• Small group reading</li> <li>• This will include comprehension questions. This could be from any of the domains but should mainly focus on retrieval, inference or prediction i.e Where is he, how are they feeling or what do you think will happen next?</li> <li>• In the summer term this will be more formalised to prepare children for Year 2.</li> <li>• Sometimes this may be teacher-led and at other times may be an independent activity. Independent activities should be increased throughout the year.</li> </ul> <p>Some evidence of recording in books.</p>

## Year 2 Teaching sequence

Length of time	What are the learners going to do?
<b>Session 1</b>  At least thirty minutes	<p>Introduce text to class. This text will link to the writing for the week in English. Read the text or picture as a class, group or independently.</p> <p><b>Ensure there are opportunities to engage with the text before starting to read. This could be looking at the cover, using an image or discussions about the author.</b></p> <ol style="list-style-type: none"><li>1. You may start with an image, quote or drama convention to introduce the text or recap key facts from previous week if continuing with the same text</li><li>2. Read the title – what does this tell us?</li><li>3. What type of genre is this? Who is the audience? What is the purpose?</li><li>4. Introduce new vocabulary using the Lings vocabulary approach (appendix 3)</li><li>5. Read the text- teacher. Children should follow the text – using a bookmark or strip of paper is best.</li><li>6. Identify other unfamiliar words</li><li>7. Apply strategies to find out meaning of the words (modelled)</li><li>8. Read it again – teacher/echo-reading/individually/in pairs/aloud</li><li>9. Basic text retrieval – may link to Drama convention(s)</li><li>10. Inference (where appropriate)</li></ol> <p>Teachers to plan for needs of the children and target adult support to meet needs of children in four quadrants of Simple View e.g. pair across quadrants, pre-teach, font and consider where they and the TA are at each stage of the structure of session one.</p> <p>Some evidence of recording in books or on working wall.</p>
<b>Session 2</b>  Thirty minutes	<ul style="list-style-type: none"><li>• Reread the text from Session 1 to build stamina and fluency – individually/in pairs/with an adult - there should be more independent opportunities as the year progresses</li><li>• Check understanding of key vocabulary and recap understanding of the text</li><li>• Teacher to model the identified reading skill or domain. This could be by answering some questions, a piece of writing (diary etc) or a drama linked activity.</li><li>• Apply the skill as a whole class to ensure understanding.</li></ul> <p>Some evidence of recording in books.</p>



<b>Session 3</b>  <b>Thirty minutes</b>	<ul style="list-style-type: none"><li>• This will be a comprehension session that could be done in pairs, groups or individually and should be linked to the domain modelled in the previous lesson.</li><li>• Sometimes this may be teacher-led and at other times may be an independent activity or paired/group activity.</li><li>• This could be using different texts to Sessions 1 and 2 and should mostly include a written response where possible.</li></ul> <p>Some evidence of recording in books</p>
<b>Session 4</b>  <b>Thirty minutes</b>	<ul style="list-style-type: none"><li>• This will be a comprehension session that could be done in pairs, groups or individually again linked to the domain that has been the focus of the week.</li><li>• Sometimes this may be teacher-led and at other times may be an independent activity</li><li>• This may be using different texts to Sessions 1 and 2 and should include a written response where possible.</li></ul> <p>Some evidence of recording in books</p> <p>Where possible/necessary, a fifth session could be include to ensure domain is secure.</p>

## Key Stage 2 Teaching sequence

Length of time	What are the learners going to do?
<b>Session 1</b>  <b>At least thirty minutes</b>	<p>Introduce text to class. This text will link to the writing for the week in English. Read the text or picture as a class, group or independently.</p> <p><b>Ensure there are opportunities to engage with the text before starting to read. This could be looking at the cover, using an image or discussions about the author.</b></p> <ol style="list-style-type: none"><li>1. You may start with an image, quote or drama convention to introduce the text or recap key facts from previous week if continuing with the same text</li><li>2. Read the title – what does this tell us?</li><li>3. What type of genre is this? Who is the audience? What is the purpose?</li><li>4. Introduce new vocabulary using the Lings vocabulary approach (appendix 3)</li><li>5. Read the text- teacher. Children should follow the text – using a bookmark or strip of paper is best.</li><li>6. Identify other unfamiliar words</li><li>7. Apply strategies to find out meaning of the words (modelled)</li><li>8. Read it again – teacher/echo-reading/individually/in pairs/aloud</li><li>9. Basic text retrieval – may link to Drama convention(s)</li><li>10. Inference (where appropriate)</li></ol> <p>Teachers to plan for needs of the children and target adult support to meet needs of children in four quadrants of Simple View e.g. pair across quadrants, pre-teach, font and consider where they and the TA are at each stage of the structure of session one.</p> <p>Some evidence of recording in books or on working wall.</p>
<b>Session 2</b>  <b>Thirty minutes</b>	<ul style="list-style-type: none"><li>• This could be a re-read the text from Session 1 to build stamina and fluency – individually/in pairs/with an adult or a linked text could be used.</li><li>• Ensure the length of the text allows for the outcome that is required.</li><li>• Check understanding of key vocabulary and recap understanding of the text</li><li>• Teacher to model the identified reading skill or domain. This could be by answering some questions, a piece of writing (diary etc) or a drama linked activity.</li><li>• Apply the skill as a whole class to ensure understanding.</li></ul> <p>Some evidence of recording in books.</p>

<p><b>Session 3</b></p> <p><b>Thirty minutes</b></p>	<ul style="list-style-type: none"> <li>• Recap key vocabulary <ul style="list-style-type: none"> <li>• This will be a comprehension session that could be done in pairs, groups or individually and should be linked to the domain modelled in the previous lesson.</li> <li>• Sometimes this may be teacher-led and at other times may be an independent activity or paired/group activity.</li> <li>• This could be using different texts to Sessions 1 and 2 and should mostly include a written response where possible.</li> </ul> </li> </ul> <p>Some evidence of recording in books</p>
<p><b>Session 4</b></p> <p><b>Thirty minutes</b></p>	<ul style="list-style-type: none"> <li>• This will be a focused comprehension session that could be done in pairs, groups or individually where children will learn how to answer comprehension questions based on the domain that has been previously learnt.</li> <li>• Sometimes this may be teacher-modelled/led and at other times may be a written independent activity</li> <li>• This will/may be using different texts to Sessions 1 – 3 and should include a written response.</li> </ul> <p>Some evidence of recording in books</p> <p>As the year progresses, this lesson should include a mixture of domains to ensure children are able to change the skills that are required independently.</p>
<p><b>Session 5</b> (depending on children's needs and how this fits with the week's Reading sequence)</p> <p><b>Thirty minutes</b></p>	<ul style="list-style-type: none"> <li>• This could be an independent session where children apply the skills that they have used throughout the week including a text with focused comprehension questions.</li> <li>• This could be used to go through Thursday's independent activity. Going through questions and identifying misconceptions and picking apart the correct/incorrect answers i.e. why is this answer correct? Why is this answer incorrect?</li> <li>• This could be a session where children answer questions in their comprehension book independently.</li> <li>• In UKS2, this lesson might be the children working in pairs using a mark scheme and marking Thursday's work. This will allow them the opportunity to break answers down and debate whether or not they have answered the question accurately.</li> </ul> <p>Some evidence of recording in books</p> <p>As the year progresses, this lesson should include a mixture of domains to ensure children are able to change the skills that are required independently.</p>