

Lauriston School

Reading Policy 2019-2020

Aims

Reading is an integral skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective learners. Essentially, we want children to love reading.

The development of reading cannot be seen in isolation from writing or oracy- we read as writers and write as readers!

Aims

- Help children recognise the value of reading as a life skill.
- Encourage children to be reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.
- Develop our children's understanding of a variety of text types including non-fiction, poetry and drama.
- Develop children's confidence when reading for different purposes and audiences.
- Use drama, cross curricular activities and role-play where appropriate to immerse children in a text.

The Reading Environment

- Every class will have access to a reading area that invites children to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race.
- Every class will have a range of books available to pupils that reflect their current class topic.
- ICT in the classroom through laptops, iPads and interactive whiteboards will be available for children to access digitally written materials to support their learning in all curriculum areas.
- A respect for books will be fostered and modelled by all staff.
- Every class will have a 'class book' – a quality novel / story that is read daily for the enjoyment of 'listening'.
- Read aloud assembly each week for teacher to model a love of reading

Organisation

- Interesting books are made available in every classroom, as well as being prominent in the school library.
- Reading schemes are book banded throughout school, and Key Stage 1 books are also colour coded. All are stored centrally in the KS1 corridor and reading room.
- Coloured levelled books to be accessible in all classrooms in the book corner with clearly marked boxes for each

- All children should have a levelled reading book, which is taken home daily. (Unless a free reader in UPSK2)
- Children are given a reading record book. This should be maintained by the class teachers, parents and children. Children are encouraged to read at school and at home on a regular basis. The reading record is a valuable way for home and school to communicate.

Enrichment

- *Travelling Books* Book Fair
- Pupils from KS2 reading with younger pupils in KS1
- Whole school book writing focus
- Parent volunteer readers
- Reading clubs
- After school reading clubs
- Shoebox stories
- Parent workshops
- World Book Day

Parental involvement

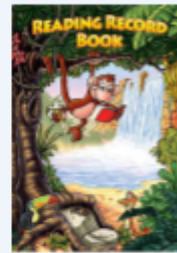
Reading regularly at home with parents and carers makes a huge difference to children's reading ability and helps to develop an enthusiasm for reading. We expect children to be spending at least 10 minutes a day reading at home with an adult* with comments recorded into their reading journals. Research shows that this is the single most important thing parents can do to help their child's education.

Pupils will receive a written reminder if reading record is not filled out by book change day (Tuesdays).

*Up to Year 4

Reading Record guidance

- At the start of the year all Reception pupils are provided with a Reading Record.
- The Reading Record is to move up with the pupil from year to year. They do not receive a new one each academic year.
- The Reading Record is replaced when completed.



Reception to Year 4 expectations

- Two books are to be sent home each week. (One levelled book and another selected by the pupil to support reading for pleasure)
- Shorter books are to be changed on Tuesdays and Fridays. Longer books can be kept for a week.
- Reading Records will be checked and counted for the competition on each Tuesday.
- Reading Record must be filled in by an adult (parent, carer, au pair etc.)
- Suggested comments for adults: Book level just right/ too hard/ too easy. Enjoyed/Did not enjoy the theme/style. Was engaged/disengaged whilst reading. Reading fluently and with expression. Found it difficult to understand the plot. Could/could not summarise story. (Further suggested comments can be found on letter sent out to announce competition –this can be found in your child's book bag on Monday 6th January)

Year 5 to Year 6 expectations

- At the beginning of Year 5 two books are to be sent home each week. (One levelled book and another selected by the pupil to support reading for pleasure)
- Once a pupil has completed the level reading scheme in guided reading and become a "free reader" they are to take one chapter book of their choice home.
- This chapter book is to be brought to school every day and then return home each afternoon.
- Reading Records will be checked and counted for the competition on each Tuesday.
- Reading Record must be filled in by an adult (parent, carer, au pair etc.) or the pupil themselves.
- Suggested comments for pupils: Summarise the chapter/ section read. Explain what they liked/disliked about the section. Reflect on fluency and expression if reading aloud for others. Make predictions on what might happen next. Reflect on how the plot is developing.



Each teacher will have a stamp that they will use to acknowledge that the reading record has been filled in accordingly. If you see the stamp—then well done you've earned a point towards the class score!



How reading is taught at Lauriston

Early Years (Reception and Nursery)

Provisions				
Shared reading Whole class Read aloud Looking at specific features	Phonics Phase 1 taught to all chn Independent phonics activities available Name writing weekly Date writing daily	Class readers Whole class shared reader Develop enjoyment of listening to stories and talking about them	Songs and rhymes Singing and rhymes are an integrated part of the EYFS	Book corners and library visits Book corners have a range of books and Library visits take place annually

Phonics (Letters and Sounds)

Letters and Sounds is a phonics resource published by the Department for Education and Skills. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Phase	Phonic Knowledge and Skills
Phase One (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase Two (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
Phase Four (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase Five (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Phase Six (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Daily support reading (DSR)

Reception begin to teach reading through a programme called Daily Supported Reading (DSR). This approach is based on children reading with an adult in a small group each day. The adult introduces the text and then reads it to the children. Next they read the text altogether. Finally, the children try reading the text themselves. This scaffolded approach allows children to hear and see the words multiple times when reading a book. The children also use whiteboards and practise any high frequency words that they spot in the book, to develop their ability to read and recognise these words. The groups that children are in are fluid and children are being consistently assessed to move them on.

Nursery Reading Behaviours

- Not yet able to access print independently
- Not yet have awareness that the text carries meaning.
- Need a great deal of support with the reading demands
- Should have favourite books that they want to share
- Able to talk their way through a known book, drawing on picture cues and patterns of language remembered from hearing the book read aloud.
- Children may join in with simple nursery rhymes, poems, songs and rhyming texts, enjoy listening to, sharing and joining in with a range of familiar texts.
- They react and respond to illustrations, character and narratives through questions and imaginative play.
- Children at this stage know how to handle books, are aware of directionality and how print works from being read to.
- They may know a few core words, letter names or sounds, often of personal significance, such as names or other words, letters or sounds of interest.
- Children engage with activities that develop their early phonological awareness
- Reading at this stage relies principally on memory of the story and a willingness to perform, interpret and invent, based on what they

Reception Reading Behaviours

- Early readers can tackle known and predictable texts with growing confidence but still need support with new and unfamiliar ones.
- a growing ability to make sense of what they read, drawing on illustrations, their knowledge of language and the world as well as the words on the page.
- Children are transitioning from dependence on memory or on reading alongside an adult, to a growing independence in reading texts that are familiar but not known by heart.
- They are developing a growing enthusiasm for a wider range of reading material eg simple information books and picture books, in digital form and through media.
- Familiarity with a text provides a supportive framework of meanings and language patterns from which a child can draw, while beginning to focus more closely on print.
- They are beginning to evidence one-to-one correspondence
- Beginning to use phonic knowledge by linking graphemes and phonemes
- They can read and understand simple sentences.

Year 1

Provisions

Shared reading	Phonics	Class readers	DSR	Book corners and library
Whole class Read aloud Looking at specific features	Phase 1 taught to all chn Independent phonics activities available Name writing weekly Date writing daily	Whole class shared reader Develop enjoyment of listening to stories and talking about them	All chn are involved in whole class set, daily reading with an adult	Book corners visits Book corners have a range of books and Library visits take place annually

Daily support reading (DSR)

Year 1 use this as a tool through which to teach reading. This approach is based on children reading with an adult in a small group each day. The adult introduces the text and then reads it to the children. Next they read the text altogether. Finally, the children try reading the text themselves. This scaffolded approach allows children to hear and see the words multiple times when reading a book. The children also use whiteboards and practise any high frequency words that they spot in the book, to develop their ability to read and recognise these words. The groups that children are in are fluid and children are being consistently assessed to move them on. Parent volunteers are invited into the school to support teachers and LSAs with DSR.

Year 1 Reading Behaviours

- Children are gaining control of the reading process.
- Children within this stage link reading to their own experiences and are able to read simple texts independently.
- They show interest in a growing range of reading material e.g. simple information texts, poetry and picture books,
- Children apply their phonic knowledge
- They read words containing common suffixes and contractions and understand their purpose.
- They have a more extensive vocabulary of sight words and fluency is beginning to develop through recognition of larger units within words.
- Children continue to develop self-correction strategies when reading does not make sense and are able to use more than one strategy.
- Their improved fluency enables them to comprehend more of what they are reading.
- They evaluate the books they meet and are able to articulate views and preferences, making connections to other texts they have encountered.

Year 2

Provisions

Shared reading	Phonics	Class readers	Reading Carousel	Book corners and library visits
Whole class Read aloud Looking at specific features	Phase 1 taught to all chn Independent phonics activities available Name writing weekly Date writing daily	Whole class shared reader Develop enjoyment of listening to stories and talking about them	All chn are involved in small group guided reading and SPAG activities	Book corners have a range of books and Library visits take place annually

In year 2 at the beginning of the year, some children are still following DSR, however across the year they move on to guided reading. Similar to DSR, the children are in groups where each week they are given a different text to read. The teacher (along with any additional year 2 adults) reads with each group at least once a week. While reading in a group, they focus on one of these skills: decoding, retrieval, retelling, sequencing, predicting, making links or inference. The days where they do not read with an adult, they are reading and exploring the text themselves, developing the skills mentioned above.

Year 2 Reading Behaviours

- Children are well-launched on reading.
- They read with confidence for more sustained periods, but still need to return to a familiar range of texts, whilst at the same time
- Beginning to explore new kinds of texts independently.
- Children at this stage will be looking at larger units of words to help them to decode more effectively and read more fluently.
- Developing confidence in tackling new kinds of texts independently.
- They are showing evidence of growing enthusiasm for a wider range of reading material that they self-select; e.g. information books, longer picture books, comics, graphic novels,
- They are likely to move between familiar and unfamiliar texts in their reading choices making links
- They are more confident to express opinions including likes, dislikes and challenges, as well as responding to the questions and listening to the views of others.

Year 3 and 4

Provisions				
Shared reading Whole class Read aloud Looking at specific features	Comprehension Whole class comprehension tasks on a weekly basis	Class readers Whole class shared reader Develop enjoyment of listening to stories and talking about them	DLR Whole class teaching and independent reading activities	Book corners and library visits Book corners have a range of books and Library visits take place annually

Reading in year 3 and 4 is a talk-based approach to reading that focuses on:

- Oracy/discussion
- Reading for pleasure to establish a life-long love of reading
- Reading to gain knowledge across the curriculum
- Exposure to a wider variety of extended texts
- Vocabulary.

When reading the children are developing three learning behaviours and seven reading strategies.

Learning Behaviours: support and actively listen to each other, discuss and explain our ideas and take responsibility for our own learning.

Reading Strategies: predict, ask questions, clarify, summarise, infer, make connections and evaluate.

Year 3 and 4 Reading Behaviours

- Children are capable readers, who now approach familiar texts with confidence but still need support with unfamiliar materials.
- They are developing stamina as readers, are able to read for longer periods and cope with more demanding texts.
- They will begin to read silently and monitor their reading.
- This transition period is an important one: in the initial stages, they sub-vocalise the words reading at the same pace as if they were reading aloud, but with experience and maturity, the words become 'thoughts in the head' and the rate of reading increases.
- Children at this stage use a fuller range of cueing systems, relying less on phonics, and are able to identify larger units such as syllables, using these to decode unknown words.
- Their increased fluency aids comprehension and allows them to start to self-correct.
- Readers within this stage are confident and independent with familiar kinds of texts, such as shorter chapter books, but may need support with the reading demands of information texts or longer and more complex texts.
- They select books independently and can use information books and materials for straightforward reference purposes, but still need help with unfamiliar material.

- Children's growing understanding of poetry, stories and texts of different sorts is revealed through discussion and writing.
- They are willing to reflect on reading and often use reading in their own learning.
- They are receptive to the views of others and engage in discussions about texts and their impact. They begin to infer beyond the literal from books and stories read independently

Year 5 and 6

Provisions				
Shared reading Whole class Read aloud Looking at specific features	Comprehension Whole class comprehension tasks on a weekly basis	Class readers Whole class shared reader Develop enjoyment of listening to stories and talking about them	DLR Whole class teaching and independent reading activities	Book corners and library visits Book corners have a range of books and Library visits take place annually

Reading in Year 5 and 6 continues to be a talk-based approach to reading that focuses on:

- Oracy/discussion
- Reading for pleasure to establish a life-long love of reading
- Reading to gain knowledge across the curriculum
- Exposure to a wider variety of extended texts
- Vocabulary.

When reading the children are developing three learning behaviours and seven reading strategies.

Learning Behaviours: support and actively listen to each other, discuss and explain our ideas and take responsibility for our own learning.

Reading Strategies: predict, ask questions, clarify, summarise, infer, make connections and evaluate.

In Year 6 pupils are taught how to respond to SATs style questions with stamina and resilience. The focus is on types of questions and what the examiner will be looking for specifically in their written comprehension answers.

In Year 6 Pupils are supported to start developing critical awareness as readers, analysing how the language, form and structure are used by a writer to create meanings and effects, and developing an appreciation of how particular techniques and devices achieve the effects they do.

Year 5 Reading Behaviours

- Children are self-motivated, confident and experienced, and may be pursuing particular interests through reading.
- They are capable of tackling some demanding texts and can cope well with the reading of the wider curriculum.
- They read thoughtfully and appreciate shades of meaning.
- They are capable of locating, retrieving and drawing on a variety of sources in order to research a topic independently and of presenting information to the reader.
- Across a range of texts, they can distinguish between statements of fact and opinion.

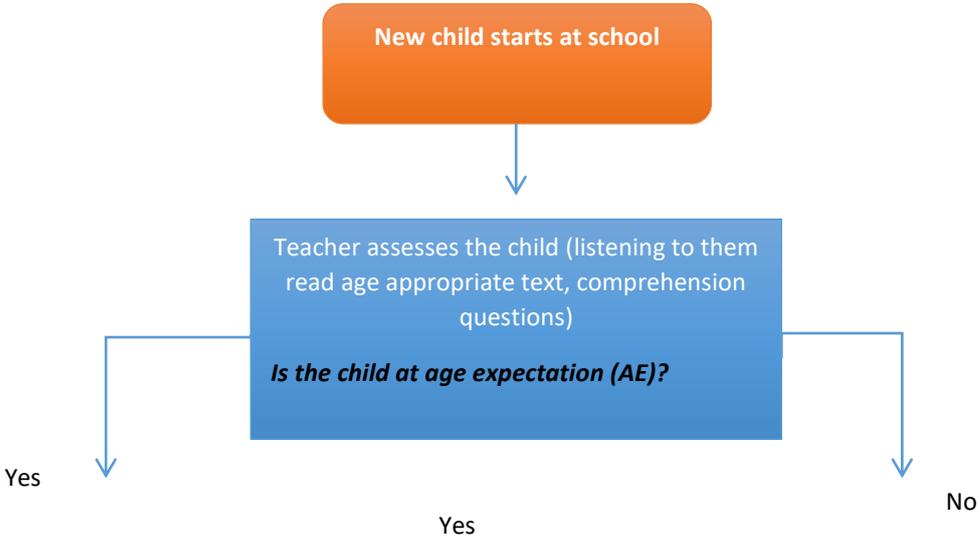
- Children will be willing to take on more extended and more challenging texts.
- They become more fluent and experienced across the wide range of reading demands that exist.
- They make predictions based on details stated and implied.
- With encouragement, these children become more critical of what they read, and what writers have to say, as well as beginning to notice the effect that writing has on them as a reader.
- They comment on how organisational structures and language, including figurative language, are used to contribute to meaning and how this impacts on the reader.
- They express views formed through both independent reading and the books that are read to them, explaining and justifying personal opinions, and courteously challenge those of others whose views may differ from those of their own.

Year 6 Reading Behaviours

- Children are enthusiastic and reflective, with strong established tastes across a range of genres and reading materials.
- They enjoy pursuing their own reading interests independently and have read and demonstrate familiarity with a wide range of books.
- They can handle a wide range of texts, including some young adult texts. They recognise that different kinds of texts require different styles of reading.
- Readers at this stage can identify the effect of a text on the reader, with some explicit explanation as to how that effect has been created.
- They can identify themes and conventions demonstrating, through discussion and comment, an understanding of their use in and across a wide range of writing.
- They are able to evaluate evidence drawn from a variety of information sources.
- They can explain and discuss their understanding of what they have read
- They become more able to question and/or admire aspects of content, form and function.
- They also come to realise that some texts contain elements of prejudice, which they learn to recognise, criticising texts and/or illustrations that are biased.
- Such readers are also extending their understanding of features such as ambiguity or irony. They can compare writers' ideas and perspectives, as well as how these are conveyed.

Teaching of reading expectations for KS2	
Day 1 LLR (Lauriston Loves Reading)	<ul style="list-style-type: none"> • Introduce/recap learning behaviour and skill being taught • Think aloud for the skill with shared text from the flip (teacher model) • Children in mixed ability rehearse on the carpet • Teacher questioning • Children in mixed ability rehearse at tables using the bookmarks • If your WTS children are unable to access text then if there is an available adult for them to read alternative text outside focusing on same skill.
Day 2 + 3	<ul style="list-style-type: none"> • Introduce/recap learning behaviour and skill being taught

Guided reading discussion	<ul style="list-style-type: none"> Recap on LLR skill focus of the week Children practice skill (game or activity on the board) Children go to GD tables Children read for 10 minutes Children discuss questions for 10 minutes (using focus LLR skill) Children continue reading text for another 10 minutes
Day 4 Guided reading written	<ul style="list-style-type: none"> Introduce/recap learning behaviour and skill being taught Recap on LLR skill focus of the week Children practice skill (game or activity on the board) Children go to GD tables Children read for 10 minutes Children discuss questions for 10 minutes (using focus LLR skill) Children answer questions in Yellow Literacy books Teacher (and additional adults when available) to circulate listening to discussions and acknowledging work in books Peer and self-assessment opportunities built in
Day 5 Comprehension	<ul style="list-style-type: none"> Comprehension Teach whole class on carpet/tables to start with Discuss text Model answering 1-2 questions Children to discuss answers with partners Teacher to circulate listening to discussions and acknowledging work in books Questions are differentiated to support all abilities



Follow school policy

EYFS- Phonics , oracy, reading through play, DSR

Y1- Phonics and DSR

Y2 – Phonics, Reading carousel

Y3-Y6- HLR, GR, Comprehension

Are you able to determine the book band level?

↓ No

Child to be benchmarked (Speak to the designated)

Concerns about progress or diagnosing next steps,

Speaking and Listening	Decoding	Vocabulary	Fluency	Comprehension
<p>Speaking and listening</p> <p>(sounds, words, sentences, turn taking, increase vocabulary)</p> <p>Background knowledge</p> <p>(Facts, concepts, experiences)</p>	<p>Decoding</p> <p>(Alphabetic principles, spelling-sound correspondence)</p> <p>Phonological awareness</p> <p>(Syllables, phonemes, grapheme)</p>	<p>Sight recognition</p> <p>(HFW, familiar words)</p> <p>Vocabulary</p> <p>(breadth, precision, links)</p>	<p>Literacy Knowledge</p> <p>(Print concepts, genres, themes, punctuation, tone)</p> <p>Pace and fluency</p> <p>(speed, smooth, checking)</p>	<p>Language structures/comprehension</p> <p>(Syntax , subject, object, verb , semantics, prefix, suffix, sentence types)</p> <p>Verbal reasoning</p> <p>(Inference, metaphor, skim read, making links, questioning, predication, clarifying, evaluating, summerising)</p>
<p>Book talk</p> <p>Making links to real life personal experiences, highlight new vocab, songs, rhyming books , questioning</p>	<p>Use a range of strategies for modeling and when listening to chn read.</p> <p>Does tht sound right? Does that make sense?</p>	<p>HFW, sent home, new vocab highlighted, model using dictionaries and thesauruses, encouraging chn to ask about unfamiliar words</p>	<p>Timed reading conditions , asking questions about reading, online timed activities</p>	<p>Questioning, children questioning, partner talk, test it, comprehension lessons</p>

Still concerned about progress or reading difficulties- speak to the Literacy lead, /phase led/SEND lead/raise it in phase meeting./complete cause for concern form,