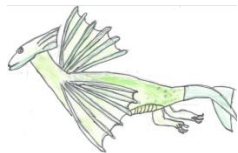


BOREHAM PRIMARY SCHOOL

A Friendship School

'Daring to aim high, scale new heights, spread our wings and fly far'



READING POLICY MARCH 2019

Staff Consulted: March 2019

Approved by governing body: 25.3.19

Next Review Date: March 2021

Boreham Primary School

Reading Policy

Our Aims

Reading is an essential life skill which enables children to access the wider curriculum to its full potential while at school, and take full advantage of their life opportunities as they enter the adult world. We want our children to be able to read easily, fluently and with good understanding while developing the habit of reading widely and often, for both pleasure and information.

Our children will have the ability to read and understand a range of texts allowing them to become independent learners. Furthermore, developing an ability to engage with and respond to literature gives children the opportunity to enrich their lives at a personal level, now and in the future.

To ensure a common understanding of how reading is taught and to ensure that there is consistency in creating a wide range of reading opportunities for children across the school.

To follow the guidelines as established in the new primary curriculum 2014.

Curriculum Organisation

The programmes of study for reading at key stages 1 and 2 consist of two dimensions; word reading and comprehension (both listening and reading). According to the national curriculum '...pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure...'

Shared reading techniques are used to teach reading during English lessons in all year groups. In addition, reading skills are taught and practised throughout the curriculum in all subject areas; for example, children may learn comprehension skills when finding information using secondary sources in a History lesson.

Key Stage One

Reading is taught on a daily basis throughout key stage one. This can take the form of either guided reading or independent reading (See Appendix 1 for examples of activities). Children from Reception to Year 2 also take part in discrete 'Word Workshop' sessions on a daily basis in which they learn to read through a systematic phonics approach (see Phonics policy).

Key Stage Two

Reading is taught through whole class reading comprehension sessions four times per week as part of a three week 'reading cycle' (see appendix 2). The use of the Rising Stars 'Cracking Comprehension' resource is used to support the delivery of the reading cycle approach throughout Key Stage Two and comprises of three stages: 'Model', 'Practise', 'Assess'.

Week 1 - Model

A model text is shared with the children. Teachers carefully choose texts that link to the text type being taught in the writing cycle wherever possible to further promote links between reading and writing. Key and new vocabulary in the model text is analysed and explored through the use of dictionaries and thesauruses. Children listen to model text and the answering of comprehension questions is modelled. 'Point, Evidence, Explain' (P.E.E.) prompts (appendix 3) are used to support children with the structure of written answers. Children work collaboratively with a partner to form written comprehension answers.

Week 2 - Practise

A practise text of the same genre as the model text is shared with children which they analyse, exploring unknown vocabulary using a dictionary and thesaurus. Children work collaboratively with a partner to practise using skills learnt to answer reading comprehension questions about a shared text. Children practise implementing the use of the P.E.E prompts to form their written answers.

Week 3 - Assess

An assessment text is given to pupils, which is completed independently in test conditions. Time is given to assess and mark written answers with the children so that effective reading comprehension skills can be shared and celebrated to inspire peers.

At Boreham Primary School, we value highly the importance of children accessing reading through handling real books as well as extracts on electronic devices. Therefore in addition to these sessions, a class book is read and explored aloud. Targeted questions are directed to individual pupils to further develop reading comprehension skills. Children become familiar with a range of different question types through the use of 'Canine Helpers' (see appendix 4) which each represent the different assessment criteria for reading comprehension. These are used throughout Key Stage One and Two and are displayed in reading corners in every classroom.

From the Spring term onwards, for children in year 2, the teaching of reading alternates weekly between guided group reading and whole class reading comprehension.

Within whole class reading sessions smaller groups of children may also be taken by a TA. In addition to whole class reading sessions, individual reading will continue throughout Key Stage Two for children who require additional support to develop fluency, stamina and comprehension skills.

Teaching Approaches

Shared reading: Teachers use shared reading to model the process of reading to the children, including how to read fluently and with expression, how to decipher meaning from texts and how to express a personal response to text. Shared reading can take

place across the curriculum. Texts are chosen carefully to provide challenge for the children at a level higher than the children's independent reading ability.

Guided reading: Guided reading texts are carefully selected so that children have access to a range of genres and by a range of authors. Initially, teachers may listen to children read independently to assess their decoding ability, fluency and expression. Questions will then be asked to assess and develop understanding and a personal response to the text. Guided reading activities may also be cross-curricular linking to the current topic or theme.

Independent reading: All children from Reception to Year 6 choose an independent reading book from the appropriate stage/book band for their ability to read both at home and at school. Independent reading opportunities at school are provided on a daily basis.

Assessment

Teachers assess children's reading skills in a variety of contexts across the curriculum. Assessment is continuous and teaching is adjusted to address the next steps in learning for the children.

Formative Assessment

'Canine Helpers Question Bookmarks' (see appendix 5) are used to support questioning of pupils. These are used to help inform teacher's assessment of children's reading comprehension skills during whole class reading sessions. Question types include: retrieval, inference, understanding of vocabulary, sequencing, predicting, analysis of the author's intent, comparing and contrasting. Marking of written answers and children's application of the P.E.E approach are also evaluated with pupils collaboratively.

Summative Assessment

Assessment records using the band statements for reading are maintained to track each child's progress and every half term children's progress in reading is updated on the target tracker programme. Teachers also use the Rising Stars PIRA termly tests to assess children's understanding and progression in reading.

Review and Monitoring

Subject leaders may monitor their subject through planning scrutinies, book scrutinies, lesson observations, classroom drop-ins, displays, themed days and competitions, as well as through summative assessments on Target Tracker.

Reading Interventions

We aim to provide for all children so that they achieve their full potential and children or groups which are identified as needing further support improve their achievement through TA and SENCO support and interventions. Reading interventions vary

depending on children's age and level of ability and may involve phonic based activities in Key Stage 1 and catch-up reading and inference training in Key Stage 2.

Home-School Reading

Children should be reading at home on a regular basis as outlined in the home-school agreement. In Reception children are expected to share books with an adult on a daily basis and in Key Stage 1 children must read for at least 10 minutes, four times a week to an adult. In Key Stage 2 children are expected to read for at least 15 minutes, four times a week either individually or to an adult. Each time an adult at home reads with their child, they should record a comment in the home-school diary. Older pupils should also log in their reading records when they have read at home. Teachers respond to parents' questions and record their own comments in the home-school diary when they listen to children read individually.

Book Corners and the School Library

It is expected that every classroom has a book corner containing a range of genres and that includes current age appropriate children's literature. Efforts are made to ensure book corners are enticing and should promote reading for pleasure.

The school library contains a range of fiction, non-fiction, poetry and big books and also houses an audio station. Some group guided reading texts are located here and topic boxes comprise of reading material linked to themes. Books are arranged using a colour band system and are regularly organised. The school also takes part in the School Library Service and each term teachers borrow topic and literacy loans to supplement their class reading texts.

Reading for Pleasure

Children are expected to read a wide range of texts for both pleasure and information and events throughout the year are planned to promote this. Such events may include, author visits, sponsored reads, whole school reading challenges, visits from the 'Travelling Books' fair, celebrations marking World Book/Poetry day, Drop Everything and Read and much more. Children should be provided with as many opportunities both inside and outside of school to engage in reading for pleasure. Each class also is expected to have a high quality 'Class Book' chosen by the teacher to read with the class and used as the basis for modelling reading for pleasure as well as developing reading comprehension skills.

Policy Review

This policy will be reviewed by the English subject leader, on a two-yearly cycle.

Suggestions for Independent Guided Reading Activities – Key Stage 1

Guided Reading 1

Do the centre activity first, then choose two more activities to make a line as you would in naughts and crosses.

<p><u>COMIC STRIP</u> Choose the five most important events that happened in your book and turn them into a comic strip.</p>	<p><u>MISSING POSTER</u> Create a wanted poster for a character from your book. Include a description, what they did and a reward.</p>	<p><u>BEGINNING, MIDDLE, END</u> Write about what happens in the beginning, middle and end of your story.</p>
<p><u>MY FAVOURITE PART</u> Write about your favourite part of your book and explain why you like it.</p>	<p><u>TITLE PAGE</u> Create a title page for your guided reading book. Include a picture, the title, author and illustrator.</p>	<p><u>NEW PICTURE</u> Find a part of your story that doesn't already have a picture. Draw a new picture to show what happens.</p>
<p><u>PUPPETS</u> Make puppets (paddle pop stick or paper bag) for characters in your story.</p>	<p><u>QUIZ</u> Make up at least five questions about your guided reading book. Make sure you know the answers! Test your friend.</p>	<p><u>ACROSTIC POEM</u> Choose a character in your book and write an acrostic poem about them. Read it to the class or a friend.</p>

Guided Reading 2

Do the centre activity first, then choose two more activities to make a line as you would in naughts and crosses.

<p><u>PLAY</u> Write a play about part of the story. Act it out for the class. (Check with your teacher first!)</p>	<p><u>NEW COVER</u> Design a new cover for the book. Include a picture, title, author and illustrator.</p>	<p><u>SONG OR RAP</u> Make up a song or rap about your guided reading book.</p>
<p><u>DRAW</u> Draw a picture of your favourite character. Add a description and the character's name.</p>	<p><u>KEYWORDS</u> Write down ten keywords that are important to your guided reading book. They may include characters, setting, what happens.</p>	<p><u>BOOK REVIEW</u> Did you like or dislike your guided reading book? Explain why. Who do you think would like it?</p>
<p><u>WRITE A LETTER</u> Write a letter to one of the characters in your guided reading book. Include at least one question you want to ask them.</p>	<p><u>THE GOOD AND THE BAD</u> Write down three good things and three bad things about each of the main characters in your guided reading book.</p>	<p><u>STORY MAP</u> Make a story map for your guided reading book. Label it.</p>

	Writing Genre	Reading Comprehension Cycle					
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Aut 1	Link cracking comp genre to writing genre	Baseline Testing Read whole class Text	Model Cracking Comp	Practise skills	Timed test conditions	Model Cracking Comp	Practise skills
Aut 2	Link cracking comp genre to writing genre	Timed test conditions	Read whole class text	Model Cracking Comp	Practise skills	Timed test condition	Assessment Week
Spr 1	Link cracking comp genre to writing genre	Assessment Week Read whole class Text	Model Cracking Comp	Practise skills	Timed test condition	Model Cracking Comp	Practise skills
Spr 2	Link cracking comp genre to writing genre	Timed test condition	Model Cracking Comp	Practise skills	Timed Test Condition	Assessment week Read whole class text	
Sum 1	Link cracking comp genre to writing genre	Assessment Week Read whole class text	Model Cracking Comp	Practise skills	Timed test condition	Model Cracking Comp	
Sum 2	Link cracking comp genre to writing genre	Practise skills	Timed test condition	Model Cracking Comp	Practise skills	Timed test condition	Assessment Week

P
Point

Sum up the
main idea in
your
paragraph.

- In my opinion...
- Arguably...
- The writer uses...
- Similarly
- Firstly...
- Secondly...
- Both...
- In contrast...
- One of the language features used is...

E
Evidence

Provide Evidence for
the point you are
making.

- For example...
- An example of this is...
- This is shown...
- This can be seen...
- This is demonstrated when...
- We know this because...
- The evidence for this is...

E
Explanation

Why is the quotation
significant?
What effect does the
quotation have on the
reader?
Why has the writer used
this technique?

- This shows
- This suggests...
- This implies...
- This is effective because...
- The writer has chosen this technique because...
- This would make the reader feel...
- This has been used because...

