



Reading Policy

Within Moorpark Junior School we expect every teacher to be an aspirational outstanding teacher of reading – no child deserves less.

Aims and Purposes:

English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects. Teachers should develop pupils' reading in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. We aim to provide library facilities and set ambitious expectations for reading at home.

By adopting a school wide approach to reading we aim:

- To provide consistently outstanding teaching of reading throughout our school.
- To enable teachers to teach reading as effectively as possible.
- To enable pupils to learn to read as efficiently as possible.
- To give pupils the skills they require to become enthusiastic lifelong readers.
- To provide an inclusive education for all pupils.
- To learn from each other, through the adoption of a collaborative approach to the teaching of reading, where outstanding practice is celebrated and shared.

Within the school we believe pupils need the opportunity to:

- Experience exciting and enthralling books as soon as they enter our schools
- Know how well they are achieving in reading and be supported towards their targets.
- Experience text through interactive challenging activities including the experience of theatre.
- Be challenged to develop their reading potential and aim high in the complexity of text and stamina of their reading.
- Read in a stimulating, happy and secure environment.
- Access high quality reading resources in classrooms, libraries and using ICT.
- Experience a variety of creative teaching methods and approaches to develop their comprehension of text.

Each classroom reading environment will contain:

- Vocabulary suitable to age group
- A range of well-chosen genres
- A range of good non-fiction and fiction texts related to topic
- Print rich environment
- A themed reading corner linked to the current topic, with topic-related fiction and non-fiction books

The Effective Teaching of Reading:

- Guided Reading will be a daily occurrence for all children using real books supported by the Accelerated Reading Scheme as required and appropriate.

- Children will be taught via a skills-based approach, being taught each of the eight strands for reading throughout the academic year.
- There is an ongoing developmental library which will contain comfortable seating and an attractive and quality selection of books available for all children, with books linked to topic areas available for background and further research.
- Reading targets for progress are generated by the Accelerated Reader programme.

Proposed Monitoring of Reading 2019/20:

Accelerated Reader tests will be completed before each assessment point, to fit in with DC Pro data entry. Afterwards, all children's results will be monitored and appropriate discussions will take place to discuss what action is being taken by the class teacher and what support is required.

- The teacher's response to reading will be to engage and develop a learning dialogue with children regarding their response to text.
- All early readers (including EAL students and those not sharing reading at home) must be heard daily individually.
- Children identified as needing intervention after completing AR tests will have interventions as appropriate.
- Children who do not read at home will receive up to 3 requests written in their diaries. If home reading is still not happening, parents/carers will be contacted to discuss the importance of reading. If children are not reading three times per week, they will be asked to stay in during their break times to be supported with catching up on their reading and to discuss their book with an adult.
- Graphemes continue to be taught and cursive script continues to be developed, sitting properly at a table where possible with a correct pencil grip.
- All reading books will be appropriate to the children's reading age.
- Children will take a home reader.
- There will be a classroom library area with a choice of fiction and non-fiction books.
- The KS2 teachers will develop a canon of fiction, non-fiction and poetry to develop complexity across the Key Stage.
- Wider reading opportunities will be created by use of: reading buddies including siblings, TAs or volunteers.
- If parents require help, they are supported in teaching children how to read, through Reading Workshops for Parents at KS2 and by the development of support leaflets available from the Reception.
- Enunciation is to be considered, appraised and consistently taught within each school. Head teacher and SLT must ensure secure monitoring of speech.
- Any new pupils who are EAL must receive phonics daily, irrespective of their year group.

Assessment & Recording:

- Phonics check – children new to MP will be given a baseline assessment in reading through the New Group Reading Test (NGRT). Salford will also be used when appropriate. This will then inform the need for a phonic assessment.
- Those children who are working below expectation will be assessed using the British Picture Vocabulary Scale (BPVS) and where necessary, Renfrew, to assess and indicate understanding of language and expressive language with comprehension.
- Ongoing, weekly assessment of planning of guided reading.
- Daily reading records kept with teacher assessments, recording independent and scheme book.
- Teachers must ensure that the independent guided reading books give challenge but must be matched to the level they are on. Guided reading should always be stretching them to the next level. All sheets (planning & comments) need to be kept in the reading file.

Reporting to parents:

- Parents will be informed termly of their child's reading age, and targets for reading through parents' evenings.
- Year 3 parents will be invited in to school at the beginning of the academic year to see a demonstration of the Accelerated Reader programme and how it can be used at home to support their child.

Teaching of reading:

The teaching of reading builds upon the child's knowledge of phonics from our feeder schools. Any child below Phase 6 phonics for reading will receive additional support to ensure their progress reaches their personal targets.

- Guided reading: every class, most days, has a guided reading session. Every child has at least one session per week with a teacher. Any child that has an intervention for reading must be planned for so that they still receive daily reading.
- Any child reading below national age related expectations or below their personal target for expected progress must be on a Raising Attainment Plan (RAP) or Pupil Passport to show the specific extra support that they will receive to accelerate their learning in reading.
- Beanstalk – this programme is used for children who require their confidence being boosted. Pupil Premium money is used to support the programme which is provided from an external source.

Interventions for children working below expectation:

- Target phonic groups – working on their reading phonics every other day.
- Talking Partners – this programme links to speaking & listening and reading and writing. This is delivered in small groups. BPVS assessments indicate which children need this support.
- One:one reading: daily 10 mins.
- Inference- 40 minutes, twice weekly.

Parents will be informed of any extra support that their child needs and invited to discuss and contribute towards their child's support.

For children who are on track or above:

- Listened to once weekly by adult, could be part of guided reading session.
- Access to Accelerated Reader programme at school and at home

Guided Reading Books:

- All children will receive a Guided Reading book to collect their work in at the beginning of each academic year.
- These books are to be marked as per the school's marking policy, drawing on misconceptions, grammar and spelling errors.

Monitoring:

Senior Leaders and the subject leader for English will monitor the quality of reading through the following methods over the course of each term:

Drop in sessions/observations of the Guided Reading teaching & learning

Observation of lessons termly

Lesson plans and book monitoring as per school curriculum diary

Planning and assessment files

If there is an issue at home whereby children are not reading, the class teacher will be made aware and provision will be made at school.

If a diary needs replacing through loss or damage, then a replacement can be obtained from the school office for a fee of £4.00

Reading Records

Assessment data and children's progress will be recorded using the Accelerated Reader programme.

Expectations

Progress and Attainment – we aim for all children to achieve at or above ARE.

Staff to monitor the amount and quality of texts read through analysis of quiz scores and pupil conversation.

Every child will read for thirty minutes two/three times per week as part of their Accelerated Reader Provision.

Our aim for reading at Moorpark is to increase the opportunities for all readers, in particular those who do not read at home.

Guided Reading

Entitlement

Guided Reading is to be taught at least three times per week for 30 minutes in every year group across the school.

Guided Reading Approach

Guided Reading is taught through a whole class skills-based approach at Moorpark, with the aim to allow all children access to the end of Key Stage 2 key objectives throughout the year.

These key objectives are:

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text

Each of these strands will be repeated through each year group at an age-appropriate level, meaning that by the end of Year 6, all children will have visited these key objectives four times.

During Guided Reading sessions, children will take part in a number of activities to develop and improve their knowledge and understanding of the specific skill that they are working on. This could be through games, reading texts, discussions with adults or through written work in their books. Children will be provided with work appropriate to their reading age.

Throughout the week, the class teacher will work with each group and will listen to each child read aloud a part of the text that they are working on.

As well as a skills based approach, children will also take part in cold comprehensions, which will test their understanding of an unfamiliar text at their reading level.

During Guided Reading lessons, teachers will 'live mark' and address errors and misconceptions as they are spotted.

Phonics

Children who require additional phonics work in Year 3 will work in a small, targeted group during Guided Reading, to allow them to make accelerated progress with their phonics knowledge.

Reading In English Lessons

Each year group at Moorpark will have a class text, often based around their current topic. During English lessons, children will be given the opportunity to read the text or listen to the teacher read the story aloud. During these sessions, children will unpick the text and identify key features which the author has used and which they would like to 'magpie' or imitate in their own writing.

Reading Time in School

Each child will have access to 30 minutes reading time two/three times per week, usually before or after dinnertime. During this time, children will have the opportunity to read their Accelerated Reader reading book and complete quizzes if needed. Children will also be listened to at least once a week by an adult in their room. For children who have English as an additional language or are on the SEN register, this will be daily. Staff will write in the children's reading diaries when they have been listened to, which pages they have read and any strengths and/or areas for development.

Additional Support for Reading

- All children will visit a local library at least once a year and will be given a library card which they can use to take out and return books.
- Children on the SEN register for reading will have additional, adult-led interventions to help them to make accelerated progress.
- Throughout the year, children may have a visit from an author and a workshop based upon this.
- Reading interventions will be planned and carried out for those who need additional support with their reading.
- Children in Year 6 may take part in reading boosters to help them reach SATs age related standard.
- Other subjects may be taught through reading, eg: Topic, and Science.

- Cross-curricular comprehension activities will be undertaken to acquire knowledge.
- Watch Me Learns will take place with a focus on reading skills.
- Specific vocabulary lessons will be taught as part of weekly English lessons.
- Vocabulary parade days will occur at least once in the year to encourage children to learn to read and understand new and unfamiliar words.
- Children are expected to read three times at home during the week and will be supported by the school if this is not taking place.

Assessment for Reading

Assessment for reading is part of an on-going process that teachers and other support staff will undertake during every lesson.

Formal assessments will be taken termly and used to inform teacher assessment. For Year 6 this may be more regular due to end of year SATs tests. For each year group these may take the form of SATs style questions or other year group assessments and will be backed up by Accelerated Reader reports, Accelerated Reader Star Assessment tests and the work demonstrated by the children in lessons.

Video recordings of children reading aloud and discussing texts may also be taken to inform teacher assessment.

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