



# **Arno Vale Junior School**

## **Reading Policy**

**Date of policy: December 2022**

This document aims to show the school's reading ethos and how it is practised through discretely taught Guided Reading sessions as well as other areas across the school and curriculum. It will set out a series of expectations for teachers, providing clarity for all members of staff to ensure that all our pupils are provided with a rich and varied learning experience that aims to develop the children as lifelong readers. Through the curriculum and our practice, we strive to develop a culture of reading through consistently using high quality texts, that demonstrate aspirational language and grammatical structure; a variety of texts that inspire and enthuse children; texts with themes that help our children to develop and promote the school's values as well as ensuring their personal, social, spiritual and emotional needs are met and where children can progress and reach their full potential.

### **Why teaching reading is so important**

Teaching children to read and to be readers is, arguably, the most important role for primary education as reading opens opportunities – for enjoyment, learning, empathy and understanding. It is therefore a central aim at Arno Vale Junior School that all children should become competent, effective readers who decode accurately, read with comprehension and, most importantly, take enjoyment in reading. We aim to develop children who not only *can* read but *do* read.

Our curriculum for reading, based on the National Curriculum Programme of Study, aims to ensure that all children:

- Develop competence in word reading and comprehension (both reading and listening).
- Speedily work out the pronunciation of unfamiliar words and speedily recognise familiar printed words.
- Develop a rich and wide vocabulary.
- Develop positive attitudes towards reading and understanding what has been read.
- Participate in discussions and debates about what they have read in a respectful way.
- Experience high quality discussion with a teacher.
- Read widely across a range of stories, poems and non-fiction texts.
- Discuss and evaluate author's language choices.
- Cultivate a sense of identity and understand and develop empathy for the world in which they live.
- Read with confidence and fluency across all subjects of the curriculum.

### **Implementation**

#### **English lessons**

Children have daily lessons in English, combining elements of speaking and listening, reading and writing. There will generally be reading opportunities as part of these lessons.

## **Reading across the curriculum**

In lessons in other curriculum areas e.g. science and history, opportunities are found for additional reading so that skills learnt in English lessons are applied in different contexts. Teachers plan these opportunities as part of their weekly planning using differentiated reading material.

## **Daily Guided Reading – A whole class approach**

***Instead of guided reading groups and a carousel of activities, pupils have daily reading lessons as a whole class. These lessons:***

- Are built around the teacher reading high-quality and challenging texts, which are dissected by the class through high-level questioning and discussion.
- Include a range of activities – not all of which must have a written outcome – that enable pupils to develop their vocabulary and comprehension skills.
- Do not always require teachers to group pupils by ability.

### ***Why is this better than guided reading groups?***

- Pupils are regularly immersed in high-quality children's literature.
- Pupils can improve speaking and listening skills, as well as developing comprehension skills.
- More time is given to modelling skills rather than just assessing ability.
- Reduced workload as teachers do not need to plan and resource a carousel of guided reading activities.
- Behaviour for learning is improved as all pupils are engaged in the lesson.

### ***How it works***

1. The teacher selects a high-quality piece of children's literature or non-fiction text that will challenge **all** pupils. It should be at a level beyond that at which they can read independently, as specified in the English National Curriculum. The text can be linked to a relevant topic and be used to benefit other subjects, e.g., humanities and science.
2. The learning objective for the session is the same for all pupils. Pupils will have access to the same activities and levels of questioning but with differing levels of support provided depending on pupil needs.
3. The teacher reads the text to the class, modelling fluency, intonation and comprehension, and pupils follow the text with their own copy.
4. The teacher uses skilful questioning and discussion to help pupils get to grips with new vocabulary and develop their understanding of the text.
5. Pupils work on activities that help them to develop their comprehension of the text. Depending on the activity, pupils may work in mixed-ability groups, pairs or by

themselves. Activities do not always need a written outcome, for example a teacher may use drama to help children explore a character through role play, debates or freeze frames.

6. The teacher makes assessments at the end of the lesson to inform planning of future sessions.
7. To ensure coverage of the reading objectives, all teachers are required to use the reading assessment grids for years 3 and 4 and year 5 and 6.

Discrete reading sessions should last no less than 20 minutes to ensure pupils remain engaged and to make a distinction between these sessions and English lessons.

### ***Listening to pupils read***

The teacher should avoid selecting individual children to read aloud during whole class reading. 'Cold reading' an unfamiliar, difficult text can be a negative experience for pupils who are developing their confidence. Instead, the teacher could take opportunities to listen to individuals reading after they have read and modelled good practice. For example, they may:

- Ask pupils to work in pairs/groups to read dialogue within a text.
- Provide opportunities for performance reading.

Children who need extra support and input with their reading are listened to individually by teachers, teaching assistants and other adults on a regular basis.

### **Phonics**

At Arno Vale Junior School, we have chosen to follow the Little Wandle Phonics Scheme, which draws on the latest research into how children learn best; how to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers. Little Wandle is a phonics scheme validated by the Department for Education.

Here's what's included:

- Weekly content for every phonics session.
- Detailed support for application of phonics to reading, spelling and writing.
- Reading session templates, prompt cards and 'How to' videos to support the teaching of decoding, prosody and comprehension.
- Development of vocabulary by Professor Kate Cain and the encouragement of 'Reading for Pleasure' by Professor Teresa Cremin.
- Comprehensive 'Keep-up' teacher's guide for one-to-one and group teaching supported by 24 'How to' videos to ensure children at risk of falling behind meet age-related expectations.
- Accessible videos and downloads to support parents to encourage their child's reading at home including pronunciation videos.
- 72 'How to' videos modelling every aspect of teaching phonics, reading and 'Keep-up'.

- Summative assessments every six weeks identify next steps for whole class teaching and children who need 'Keep-up'. Our online tracker records and analyses data providing an easy-to-use heat map.
- Support to match children's secure phonic knowledge to the appropriate decodable reading books.
- High quality whole school online, on-demand training with training report.

## **Nessy**

Winner of the Education Resources Award. Nessy Reading and Spelling is an enormous resource that covers 5 school years of literacy development from Year 1 to Year 6.

Nessy Reading and Spelling was developed at the Bristol Dyslexia Centre by a team of specialists. The program has been used since 1999, with 100,000s of children worldwide. It is designed for children 6-11 years old, although many older students find the program helpful.

Nessy is not just for dyslexia. All students benefit from Structured Literacy based upon the Science of Reading. The program begins with systematic synthetic phonics which has been proven to be the best way to instruct early readers. As literacy skills develop, students advance to instruction in spelling, morphology, vocabulary and comprehension. Independent research has shown the program to be effective even for those learning English as an additional language.

Nessy is targeted at children with dyslexia, as well as children who struggle with reading and spelling both in terms of ability and confidence.

## **Switch On**

Switch-on is an effective, evidenced-based literacy intervention based on rigorous, ongoing academic research, that has a positive effect on their life chances by enabling struggling readers and writers to achieve accelerated progress.

Switch-on is:

- effective for children and young people in Key Stage 2, 3, 4 and Special Schools
- a text-based approach
- led by trained teaching & support assistants
- a 20 minute, daily intervention
- a 1-1, personalised approach
- based on principles that encourage active, independent problem-solving
- made up of alternate reading and writing sessions
- based on detailed observation with strategy-based feedback.

Children who take part in Switch On read 3 times per week for 10 weeks with one of our teaching assistants. Children are selected to take part following a discussion between the SENCO and class teacher following formal assessments.

## **Building in assessment**

Any assessment carried out should be used to inform future teaching and learning and does not need to be burdensome. It can simply be a record of how well each pupil has understood the text, the progress they have made, and what additional teaching is required to move him/her on. These records can then form part of the evidence when completing statutory teacher assessment.

## **Formal assessment**

More formal assessment of reading takes place once each term. This assessment will support teachers to highlight gaps in learning and identify children who need extra support or challenge. It will also support decisions about which children need reading interventions outside of the usual classroom routine.

Reading ages are regularly assessed and this information, alongside a teacher's informal assessments determine which book band a child should be on.

## **The environment for reading**

### **Classrooms**

Each classroom has an engaging reading area with a range of fiction and non-fiction books matched to their reading age. The books available also expose pupils to different experiences and cultures. This is a welcoming space for children to share and choose books throughout the day and encourages children to develop a love of reading. All children choose an age-appropriate reading book (at an appropriate level of challenge) to take home, and this reading book is changed regularly. Rewards are offered to children who read regularly and widely. Parents and carers are encouraged to support reading at home. Further support and guidance for parents and carers is available on our website.

All classrooms have a guided reading working wall which supports and challenges children to develop their reading, vocabulary and comprehension skills.

Children and teachers spend fifteen minutes daily engaged in independent, quiet reading.

### **The library**

Our recently renovated library provides a welcoming space for all children to enjoy and provides a wide range of both fiction and non-fiction books for all children to enjoy. Each class has a timetabled slot to encourage all pupils to choose books and foster a love of reading.

Year 6 children take on a high-profile role as school librarians to support the English Lead in ensuring the library is kept to a high standard. The librarians also implement regular competitions to ensure the profile of reading is always kept high and there are regular activities and challenges for children to complete which gives pupils a sense of ownership and pride.

## **Planned Parental Involvement**

Throughout the year, there are opportunities to promote a love of reading through author visits, workshops, World Book Day activities and Reading Mornings.