

# Reading Expectations and Guidelines

Chisenhale Primary School



Learning Together for a Better Future

Written March 2017

Review March 2020

**Chisenhale Primary School**

Policy written by:

**Kathleen Jeffers and Pippa Randles**

Chisenhale Primary School

Successful learners, confident individuals, responsible citizens.

## **Reading Policy**

Contents

**Introduction**

**Chisenhale Library and Reading Areas**

**Reading in the Early Years: Expectations and Guidelines**

*Reading for Pleasure, core texts and story time*

*Phonics*

*High frequency words*

*Shared reading*

*Reading at home*

*Guided Reading*

*Assessment*

*Interventions*

**Reading in Key Stage 1 and Key Stage 2: Expectations and Guidelines**

*Reading for Pleasure, core texts and story time*

*Phonics*

*Key words and Topic words*

*Shared reading*

*Reading at home*

*Guided Reading*

*KS2 Inference*

*Assessment*

*Interventions*

**Introduction**

This document aims to outline how, when and where reading is taught at Chisenhale and is a guide for teachers, staff, governors and parents.

At Chisenhale we aim to plan rich, meaningful Literacy lessons linked to high quality core texts, the Creative Curriculum and real life situations. Teachers will instil a love and enjoyment of reading in all pupils. We aim for all children to be exposed to a breadth of texts, both fiction and non-fiction as soon as they start in Nursery and we will provide them with opportunities to enjoy a range of texts both in school and at home. We want our children to be excited about books, to enjoy the freedom of reading and all that it brings.

### National Curriculum 2014 – Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both of the above areas.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with staff while reading a variety of texts. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of the world. Reading widely often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

[Chisenhale Library](#)

- Our library is at the heart of the school and used by pupils, staff and parents daily
- It is a place that children may choose to spend their time at lunch times and is supervised at these times by a member of staff
- Our 'Reading Curtain' (made by the children with lots of help from parent volunteers and led by artists, Sara Heywood and Louise Nolan) provides a story time setting away from the classroom
- Inspiring, motivating and high quality texts are found in our library including fiction, non-fiction and poetry books
- Whole-school homework projects are displayed in the library
- Books in the library can be taken home or to classrooms and are also used by teachers to support the delivery of the curriculum. Each child has their own username so that staff can keep track of which books are taken out by which children.

### Reading Areas

- Each classroom will have an area dedicated to reading. This may be a corner, wall, shelf or table.
- This will be a quiet, cosy place where a range of reading books are displayed. These books will be updated termly to ensure children are exposed to fresh reading materials. Teachers may supplement the books in their class reading area with books from the library.
- In Early Years children will have free access to the reading corner throughout free flow.
- Key Stage 1 and 2, children will spend time in their reading corner everyday and during their Guided Reading rotation of activities.
- Children will have ownership over these areas by helping to keep them tidy, suggesting ways of organising them and suggesting new reading materials to put in there.

## **Reading in the Early Years: Expectations and Guidelines**

### In our Provision:

We ensure opportunities for reading through independent play, focus activities, guided activities and shared sessions. We foster a love of reading through exciting core texts which are consolidated through engaging independent activities in free flow. The 'Big Bang' is used to engage children into texts which the learning is then built upon.

### Reading for Pleasure, core texts and story time (Early Years)

- Ensure that high quality and motivating texts are read to the children regularly through story times
- Ensure that planning includes using core texts as a stimulus (e.g. 'The Little Red Hen') and these texts then inspire a range of learning across the whole curriculum
- Ensure that there are opportunities for reading across the learning environment through displays and key questions for focus activities
- Ensure that new vocabulary is contextualised through real life experiences and role play
- Ensure that high quality texts are available for children to read within the learning environment, including texts that the children are familiar with
- Ensure that resources reflect focus texts to enabling children to extend self chosen projects in their own way, developing independence, problem solving and creativity. Children are able to transport resources between rooms and the outdoor area in a sensible manner, monitored by staff.
- Helicopter stories will be regularly used as a stimulus for story and language development.
- Story Time is used to foster a love of reading and expose children to a range of different types of texts including a dedicated rhyme time once per week.

### Phonics (see phonics policy)

- Ensure that Phonics is taught daily to both Nursery and Reception children following Letters and Sounds. Children are streamed according to their phonemic awareness. Phonics will be assessed at the end of every phase and / or end of term. Phonics sound boards are displayed and used in guided and independent sessions.

### High Frequency Words (Early Years)

- High Frequency words are displayed throughout the setting.
- The 100 HFW identified in Letters and Sounds has been broken down into 17 sets of 6 words. Children in Reception will take home and practise the relevant set of words and will be assessed by the class teacher every Friday.
- These are reinforced in class and in phonics sessions.

### Shared Reading (Early Years)

#### **What is Shared Reading?**

Texts are carefully selected so that they are engaging and provide lots of learning and reading opportunities. Shared Reading is taught four times a week. 2 or 3 core texts will be identified in mid-term planning per half term linked to the terms topic. A range of complementary texts are used alongside the core texts either in shared reading sessions or as part of Storytime at the end of the day. Children's understanding of these stories is developed through access to small world and role play linked to the core texts. Throughout the year, a number of texts will be learnt using the Pie-Corbett story telling model.

### How should it be taught?

A shared reading session is:

- 2 times per week
- Up to 30 minutes long
- Linked to a core text
- An opportunity for children to hear a range of different texts both fiction and non fiction.
- Children are encouraged to develop their understanding through questioning and role play.
- An opportunity for children to use and apply reading strategies to read HFW and apply their phonic knowledge
- Is an interactive reading experience that occurs when children join in or share the reading of a book or a piece of text while guided or supported by a teacher.
- The teacher explicitly models the skills of becoming a proficient reader including reading with fluency and expression, using decoding when needed, modelling thinking aloud and discussing 'what a good reader looks like'.

### Reading at Home (Early Years)

At Chisenhale, we value the support of parents in helping develop children's skills in reading. We help foster this relationship through home readers, workshops and HFW homework.

Workshops are run throughout the year explaining how reading is taught in the Early Years giving parents documents such as sound boards and HFW which will support parents in working with their child at home.

- Home Readers are available for all children. Nursery children can choose a book from our reading corners and in addition to this, Reception children will be given a levelled reading book at their assessed reading level to take home alongside a book they have chosen from the book corner.
- Book change day is every Thursday morning.
- Reading workshops are run to explain to parents how they can support their child at home.
- Children who are not read with regularly at home will be identified by teachers for additional 1:1 reading in school time

### Guided Reading in Early Years

All children in Reception will take part in 2 guided reading sessions with the class teacher per week. These sessions are planned and resourced for. The groups have up to a maximum of 5 children per group and are grouped by ability.

### How should it be taught?

- 2 X per week and around 20 minutes long.
- Planned and resourced for by a teacher.
- Notes on children's learning is recorded in Guided Reading sessions
- Groups are streamed into small groups of up to 5 children working on the same level.
- Children are taught to use a range of reading strategies- **phonics, HFW, Make a guess and re-run and repeat** when they find a word that they can as of yet not read independently.
- Teachers will provide ample opportunity for oral rehearsal and vocabulary development to support children's progression in reading. This may be done through talk partners, drama, pre-teaching, word banks, matching games etc.
- It is a context to provide focused targeted support, so that children's reading can be improved.

### Assessment (Early Years)

Children's reading ability is assessed through Guided Reading and 1:1 reading sessions. Children will be accordingly moved up a book band level. As children become more confident in their reading (moving on to yellow book band level) they are assessed termly. All children are assessed at the end of the year using the PM benchmark. These levels are passed onto the Year One class teachers. HFW are assessed weekly by the class teacher.

### Interventions (Early Years)

Children that are identified by the class teacher as struggling to make progress or who require further support in their reading development can be put on the Early Words reading intervention programme. This programme is run by a trained member of support staff. It takes place daily and requires support from parents with a daily homework. Children are required to develop quick recall of HFW through a range of timed activities. Once children can complete 10 prompt sheets within time and had 2 reviews they complete the program. This Programme is taught as an addition to the normal Guided Reading sessions.

## **Reading in Key Stage 1 and Key Stage 2** **Expectations and Guidelines**

### **Reading for Pleasure, core texts and story time (KS1 and KS2)**

- High quality and motivating texts are read to the children regularly through story times and, where appropriate, in Literacy lessons
- The love and joy of reading for pleasure is promoted and embraced by all staff
- Planning is centred around core texts as a stimulus (e.g. 'Meerkat Mail' by Emily Gravett) and these texts then inspire a range of learning across the whole curriculum
- In Key Stage 1, the core text is the main driver for all curriculum learning.
- In Key Stage 2, the core text is matched with the main topic and links are made between the two.
- Core texts are agreed by SLT with the Literacy and Reading leads

### **Phonics (see phonics policy)**

- Phonics is taught 4 times a week in Key Stage 1.
- Year 2 children who are secure at Phase 5 are taught spelling rules in accordance with the Year 2 SPaG/GPS expectations.
- One per term, phonics will be assessed by the teacher who will deliver the Year 1 Phonics check. This teacher will regroup children where necessary after each phonics assessment and will feedback to KS1 adults on the progress and next steps of children in each group. These assessments will be based on past Phonics check papers as well as the Chisenhale Letters and Sounds assessment.
- On entering LKS2, children continue learning spellings rules as part of the SPaG expectations of their year group. This continues through to Year 6 (See SPaG policy).
- Some LKS2 children may be sent to KS1 to take part in phonics lessons where appropriate.

### **Key Words and Topic Words (KS1 and KS2)**

- It is the responsibility of the class teacher to teach key words to their class. Each year group has key words and word lists as stated in Appendix 1 of the National Curriculum 2014. These lists are for reading as well as spelling.
- In KS1, teachers will display common exception words specific to their year group.
- In KS1 and KS2, teachers will display book or topic related words that the children must learn to read in any particular half term.
- Some children (particularly SEN and EAL children) will be pre-taught new vocabulary in intervention groups so that they can read these words more easily in a variety of subjects.

### Shared Reading (KS1 and KS2)

#### What is shared reading?

- It is a vital part of the reading process.
- It is an interactive reading experience that occurs when children join in or share the reading of a book or a piece of text while guided or supported by a teacher.
- The teacher explicitly models the skills of becoming a proficient reader including reading with fluency and expression, using decoding when needed, modelling thinking aloud and discussing 'what a good reader looks like'.
- Often Big Books (found in the library) are used or extracts from class core texts which are shown on the Interactive Whiteboard.
- Shared reading allows children to enjoy books they might not be able to read on their own.

#### How should it be taught?

- Teachers are to plan in opportunities for shared reading in the first week of a unit of work, particularly when introducing the class to a new text.
- Teachers will use lots of open questions and encourage more child-talk and less teacher-talk.
- Some Literacy lessons may be evidenced by photographs and the recording of key questions that children raised in response to the shared reading of a text.

### Reading at Home (KS1 and KS2)

- Children are to take book banded reading books home at least three times a week.
- A reading record book will be used as a means of communication between parents and teachers.
- Children who are not read with regularly at home will be identified by teachers for additional 1:1 reading in school time.
- Teachers will decide on an appropriate reading level for each child based on Guided Reading evidence and termly PM benchmarking tests. Teachers and TAs should not wait until PM benchmarking week before moving the child onto a new colour if they are confident that the child is reading fluently and can answer simple comprehension questions at their current level. Assessments should then support this judgement.
- The Reading Lead must ensure that classrooms have enough high quality home readers at the start of each term.
- As children enter Year 5 and Year 6, or when LKS2 children are reading longer chapter books, the school library is also a place to choose home readers.
- All children from Nursery to Year 6 are given a weekly opportunity to choose books to take home from our school library.

### Guided Reading (KS1 and KS2)

#### What is it?

- It is a small group activity, led by a teacher or TA.
- It is an opportunity to develop reading skills and to gather evidence of children's progress.
- This is an opportunity for children to read the same book as other children in their group and to unpick it (through decoding and comprehension) in a supportive environment
- All children should be engaged in reading or discussion during the session (it is not a time to take turns or wait for others to finish)
- Teachers should move around the group, listening to 1:1 reading for a short while with each child, then engage them in discussion about what has been read, encouraging questions, thoughts and ideas based on evidence while utilising some inference skills.

#### Planning for Guided Reading:

- Teachers will use levelled books from Guided Reading resource cupboard.
- Teachers will use texts which are the next sub-level up from the children's most recent reading assessment.
- Objectives from the Tower Hamlets Reading Tool are used as a focus for Guided Reading sessions. (These might be the focus of more than one session over more than one week)
- Links will be made between the chosen Guided Reading genre and the current core text or topic.
- Groups not working with teaching or support staff will be given independent reading activities. These may include: pre reading; writing questions about a new text; answering comprehension questions after reading; annotating texts; drawing illustrations to support the 'thinking out loud' process; enjoying the reading area; phonics or key word practise; or independent reading time.

#### Inference in KS2

- Some groups of children take part in 'Inference lessons' during Guided Reading.
- These lessons are led by teachers or trained support staff and follow the same pattern each time.
- Lesson plans for Inference are kept in the Inference Reading folders in the Reading Lead's classroom and the KS2 classrooms.
- Inference sessions are a way of teaching the process of being a good reader, by helping children to identify words they are unsure of; working out strategies to learn and remember new words; visualising phrases and sentences; and predicting what may come next in a text based on evidence.
- 

### Assessment (KS1 and KS2)

#### Teacher assessment and tracking

- One child in each guided reading group is tracked throughout the year as a representative of their whole group.
- An appropriate sheet from the Tower Hamlets Reading Tool is used to plan Guided Reading objectives and these are highlighted when the teacher has seen sufficient evidence of this objective being met by the tracked child.
- Informal assessment is also made during 1:1 reading times with children.

#### Reading tests for assessment

- Reading is assessed formally one per term.
- Formal assessments are made through PM Bench Marking in KS1. From Year 3 onwards, children will be assessed with SATS tests or year-group reading tests.

### Interventions (KS1 and KS2)

Children who are struggling to make progress in reading may be put on intervention programs. These are run by trained members of staff. These include: Early Words (Year 1), Direct Phonics (KS1), or Inference Groups (KS2). Some children may be chosen for targeted intervention work with our Specialist Reading Teacher.