



## Reading at Westbrook Old Hall

At Westbrook Old Hall, we recognise the crucial role Reading plays in enabling pupils to acquire knowledge, building upon what they already know, and we know that 'through Reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.' (English National Curriculum, 2014)

We also recognise that 'Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.' (English National Curriculum, 2014)

### At Westbrook Old Hall .....

Teaching staff work hard with all pupils to foster a love of Reading. Activities for promoting reading include:

- Timetabling of class visits to our well-stocked non –fiction library;
- Daily opportunities to read in class (including opportunities for paired reading);
- Talking about current books pupils are reading, including making recommendations of books and authors for their peers;
- All staff acting as role models for reading by talking about their own reading and being seen to read for pleasure;
- Each year group having access to their own or cohort/ class library, enabling pupils to access a wide range of high quality texts.

### HOME READING

We actively encourage parent/carer involvement in Reading at home and set ambitious targets.

#### In Key Stage 1:

- The Reading Diary enables parents to communicate fully their child's learning journey
- Our Home Reading Scheme includes phonetically decodable books. The main core scheme being 'Phonics Bug Club' which is supplemented with 'Read, Write, Inc' and 'Rigby Rising Stars' Advice for you as parents to support your child's reading journey will be published shortly on the school website.

#### In Key Stage 2:

- The Reading Diary enables children to develop their own critical response to their reading .The children are encouraged to develop the skills of comprehension, inference and deduction through using the reciprocal reading format of prediction, clarification, questioning and summarising. In class the required questions and responses are modelled and the children encouraged to follow the model, with parent support, in their Home Reading Diaries.
- A predictor is encouraged to think, predict, imagine, suppose and wonder what will happen next based on the blurb and story/chapter content.
- A clarifier is encouraged to identify words they do not know and research them, identify sentences or parts of the story that they are unsure of.
- A questioner is encouraged to ask questions about who, what if, when, where and will, to develop there comprehension and questioning skills.
- A summariser is encouraged to retell what they have read, either orally or in sentences. They consider the main idea, where the story takes place, the main characters, the problem, what leads to what, the resolution, a rounding up of who, what, where, when and why..

Our home reading scheme includes a range of high quality fiction, popular and classic texts to ensure the individual child's development of the pleasure and expectation of the skills within the English National Curriculum (2014) for Reading are developed.

### **TEACHING PUPILS TO BECOME EFFECTIVE READERS?**

All pupils enjoy high- quality whole texts (both fiction and non- fiction) through the English lessons and the wider curriculum. They are taught to read fluently and understand a wide range of texts through:

- Whole class **SHARED READING** within the daily English lesson where all children have access to a common text (in the form of: big books, visualiser, pupil books, class texts, interactive ICT text) which is read together, responded to and analysed
- **GUIDED READING** where a group of children of similar reading ability read, discuss and respond to a text with teacher input. This is followed up with an appropriate task to develop and enhance their reading comprehension and decoding, and when appropriate, is recorded in individual pupil journals
- Pupils are encouraged to read independently both at home and in school. The expectation regarding volume for each year group is communicated through the year group teacher.
- The children also hear a class novel or short stories read aloud by staff as often as possible within a school week.

### **MONITORING READING PROGRESS**

Teachers continually monitor and assess the progress of each child through observable evidence during Shared and Guided/Focused Reading. Pupil progress and next steps in learning is recorded using age related criteria against carefully graded colour banded texts (which reflect age and stage appropriate expectations). This information is used to plan next steps in learning to ensure pupils are making at least expected progress in their reading development.

Early Years	Bands 1 to 3
Year 1	Bands 4 to 7
Year 2	Bands 8 to 10
Year 3	Bands 11 to 13
Year 4	Bands 14 to 15
Year 5	Bands 16 to 17
Year 6	Free Reader