

## **Reading Policy**

(first compiled-2013)

Fully revised and updated - **March 2018**

Review Date: March 2021

### **RATIONALE**

Wickambreux CEPS is a school dedicated to reading and we have a clear, consistent, whole school approach to reading. Competence in reading is the key to independent learning and is given the highest priority at Wickambreux CEPS, enabling the children to become enthusiastic, independent and reflective readers.

The current National Curriculum aims to encourage all pupils in the habit of reading widely and often. The government expects teachers to do everything they can to foster a love of reading. As outlined in the Department for Education report, *Reading: The Next Steps-Supporting higher standards in schools* (2015), reading for pleasure is not only important because it improves performance in reading tests; it has much wider significance for children's education (2015;pp18) and also has positive social consequences (2015; pp19). Therefore the school recognises that success in reading has a direct effect upon progress in all other areas of the curriculum and beyond and is crucial in developing children's self-confidence and motivation. The government expects teachers to do everything they can to foster a love of reading (2015;pp 20) and at Wickambreux this is wholeheartedly supported and pursued.

### **AIMS**

The school aims to:

- provide the children with the skills and strategies necessary to develop into competent and fluent readers
- encourage the enjoyment of books and reading so that the children develop a life-long love of reading
- develop a critical appreciation of what they read, nurturing reflective and interpretative responses
- develop study skills so that the children can find appropriate information and know the relevant strategies and techniques to help them find it.

- develop research skills, using library and class texts, in conjunction with the ICT system
- develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- encourage care and ownership of books

Our ultimate aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension. We strive to create and foster a culture of reading in which children read for enjoyment as they explore as wide and diverse a selection of texts as possible

## **OBJECTIVES**

There is a reciprocity between reading and writing – the two activities are inextricably linked and reinforce each other. Children become successful readers by using a range of strategies to get to the meaning of the text. At Wickambreux CEPS we believe that literate children should:

- read with confidence, fluency, understanding
- be taught the full range of reading strategies including
  - Phonic knowledge (visual information of the text)
  - Word recognition (visual information of the text)
  - Grammatical knowledge (structural information)
  - Contextual knowledge (meaning)
- during shared guided and independent reading, monitor their reading and correct their own mistakes
- have an interest in words and their meanings, developing a varied and rich vocabulary
- read a range of genres in fiction and poetry
- understand, use and be able to read a range of non-fiction texts
- use conventions of library organisation and ICT systems to access texts to locate information
- through reading and writing, develop their own powers of imagination, inventiveness and critical awareness
- discuss books with reference to author, illustrator, genre, theme and characters, to express personal responses with increasing fluency
- see the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or individually
- understand the sound and spelling phonics system and use this to read and spell accurately
- have a suitable technical vocabulary through which to understand and discuss their reading

- be interested in books, read with enjoyment and evaluate to justify their preferences

## **THE PROVISION OF READING AT WICKHAMBREAUX CEPS**

### **Reading Mileage**

According to Arlington *et al* (2008), 'Some researchers suggest beginning readers need to read 600-1000 words a week to become competent readers'.

At Wickhambreaux CEPS, every attempt is made to ensure that our children gain 'reading mileage.' This means ensuring that the children have opportunities to read wherever and whenever possible, both within reading lessons and across the curriculum. A broad range of reading materials is available in each classroom, as well as a central store of non-fiction texts. Throughout the school, all children are encouraged to choose books which they would like to read and are given the skills needed to choose books which are appropriate. As well as this, as the children's reading improves, they work through our systematic and progressive book levelling system, which follows the Institute of Education's Book Banding guidance\*.

\*S Bodman, G Franklin, 2014, *Which Book and Why*, Institute of Education, University of London

Opportunities for extending reading mileage at Wickhambreaux CEPS are:

Paired Reading

Older-Younger buddy reading

Individual Reading

Shared Reading

Guided Reading

Reading across the creative curriculum

Home reading

Teacher reading

Whole class reading.

All of this is monitored by HT/ Reading Manager observations – at least once an academic year.

### **Appropriate Level Texts**

According to Bodman and Franklin (2014), books that are matched carefully to the level of the child's skills allow a teacher to provide just the right level of support for the task in hand. This guidance is directly linked to the findings of Vygotsky and the 'zone of proximal development' (pp20). At Wickhambreaux CEPS, we understand the importance of children enjoying the reading process and how this can be impeded if

the children are faced with texts which are inaccessible to their current levels of reading ability. Therefore, staff ensure that the texts that the children are reading are sufficiently accessible, so that at least 90% of the words are decodeable.

Staff use running records to establish how well the children can access the reading material. The table below shows the percentage accuracy against the level of difficulty:

<b>Accuracy Rate:</b>	<b>Difficulty:</b>
95-100%	The reader is reading a text which is <b>EASY</b> . A high level of success will be experienced. Texts that children read independently of adult support should be of this level.
90-94%	The reader is reading a text which is <b>INSTRUCTIONAL</b> . At this level, children will require adult support in order to decode at a rate which does not impede comprehension. This level of text could be (is) appropriate for guided reading or reading with an adult.
50-89%	The reader is reading a text which is <b>HARD</b> . The rate of reading will be too slow for the children to comprehend what they have read. A child found to be reading a text of this level should be encouraged to change their book. This might be to a book at a lower level or an easier book at the same level. The adult also might decide to read the book to the child first, share-read the book or 'introduce' the story and characters first – this might shift the book from hard to instructional level and enable the child to carry on with texts at this level .

At Wickambreux CEPS there is a large selection of books that have been levelled in line with Book Banding (see above) in the classrooms to ensure that children are able to choose books from a selection which is matched to their reading ability. In the Foundation Stage, children's 'individual reading books' are books that contain phonically decodeable text, which will provide them with structured practice of the current focus phonemes in line with their group's Phonics Lessons. In KS1 and if appropriate in KS2, the children are given an INSTRUCTIONAL levelled text ('challenge book') and a free choice book ('sharing book') to take home to read, several times a week. Even children termed as 'Free Readers' still need support with selecting appropriately levelled texts. In all KS2 classrooms there are books that have been sorted into a more flexible school-based banding system which is more in-line with expected reading ages according to the age groups in the classes.

## **Skilled Adults**

As the school is committed to providing the best possible teaching and support of reading the school employs a permanent, part-time Reading Recovery trained teacher who, in addition to providing Reading Recovery based lessons, is also the Better Reading Partnership co-ordinator and the School Reading Manager (herein SRM).and much time has been invested into the training of all teaching and support staff so that they are equipped and confident to deliver the teaching of reading. From March 2018 there is a team of 8 skilled and fully trained volunteers as Better Reading Partners who come into the school twice a week to carry out BRP sessions to support at least 2 children each with improving and making good progress with their reading. These Reading Partners receive annual advanced training sessions to keep their knowledge and skills current.

All Teaching Assistants have been trained as Better Reading Partners. Every effort is made in ensuring that all adults who work with our children have the relevant training required in order to best support the development of reading.

The current National Curriculum (2013) aims to encourage all pupils into the habit of reading widely and often and the government expects teachers to do everything they can to foster a love of reading. As outlined in *Reading: The Next Steps* (2015).

## **THE TEACHING OF READING AT WICKHAMBREAUX CEPS**

At Wickhambreaux CEPS, reading is taught in three stages:

**STAGE 1: Whole class Teaching** – primarily via Guided Reading lessons and Phonics lessons [EY/KS1]  
(Quality First Teaching for every child)

**STAGE 2:Better Reading Partnerships  
Inference Training (primarily KS2)**  
(for children needing to make 2x the average rate of progress)

**STAGE 3: Reading Recovery based lessons or Specialist Individualised Reading sessions**  
(for children needing to make 4x the average rate of progress)

### **STAGE 1: Whole Class Teaching**

At Wickhambreaux CEPS, every child experiences high quality reading teaching at classroom level. This could take the form of individual 1-1 reading, guided reading sessions or whole class reading lessons. The SRM ensures that class teachers are up to date with reading techniques and that provision of reading related learning is on a

constant high level priority throughout the school. The children will be able to read a wide range of fiction and non-fiction texts in a range of formats from the classroom book corner and class central store. In addition to this, the children will also have an independent reading book to take home each week. Regular reading related homework tasks will be set for children to complete at home and parents/carers are encouraged to share and support with these tasks too. In addition to this, in KS1, all pupils participate in daily specific and systematic phonics lessons.

### **STAGE 2: Better Reading Partnerships**

For children who are identified as being just below the class average but have the ability to reach the appropriate levels, Better Reading Partnerships (BRP) may be used as an intervention. The SRM scrutinises each year group's reading assessment data, every 2 terms, to ascertain those children requiring additional support with their reading progress.

BRP is, what was formerly referred to as, a 'Wave 2' intervention programme delivered by specially trained adults, focused on targeted children in order to develop independent reading strategies and text comprehension. It provides one-to-one additional support for reading. It is a 15 week programme: 15 minutes a session, 2 times per week, following a common structure (See appendix 1). Standardised test scores point to an average gain of 6-9 months in reading ages. Other benefits that we have noted from this intervention are increased confidence, more independence and more enjoyment of reading.

### **Inference Training:**

For children with age appropriate decoding skills but lower reading comprehension abilities. This intervention is mainly suitable for KS2 and is a small group intervention – groups of four children. Each session lasts for 45 minutes, twice a week for 7-10 weeks. The 'training' serves as a method of improving reading comprehension by making the thinking that occurs when you read, explicit. It focuses on boosting vocabulary, identifying key words/phrases, activating background knowledge, integrating meaning and inference making.

### **STAGE 3: 1:1 interventions via Reading Recovery based lessons or Specialist Individualised Reading sessions**

Reading Recovery based lessons are rooted in the research of Marie Clay who develops a rationale for literacy lessons (2010) that are designed for children aged five or six, who are the lowest achieving in literacy after their first year of school. These children are often not able to read the simplest of books or even struggle writing their own name before the programme. They receive a short series of intensive lessons with a specially trained, experienced teacher. Children receiving RR based lessons have individual lessons for 30 minutes every day. The lesson series lasts for up to 20 weeks but

is shorter for many children. The programme is different for every child, starting from what the child knows and what he/she needs to learn next. The focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to attend to detail without losing focus on meaning. During the course of the programme the SRM will liaise informally, almost every day with the child's CT and TA but there will be regular Reading Review meetings to ensure that the progress that the child is making on the programme is matched and supported back in the classroom. The lesson series finishes when the child is able to read and write without help, at the appropriate level for their age. These children need to learn four-to-five times faster than their classmates to catch up and after the intervention their progress should continue in line with their peers.

### **The strategies taught to become and be a successful reader**

At Wickhambreux CEPS, we recognise that reading is a personal and highly complicated process. Every effort is made to give our children every chance of being successful readers. Following are the skills that we actively teach our children:

Reading conventions (direction of text, direction to turn pages)  
Decoding and blending & knowledge of the alphabetic code  
Self-monitoring and self-correction  
Rereading  
Phrasing and fluency  
Retrieval  
Inference and deduction  
Authorial awareness (point of view, linguistic choices, structural choices, context of text)

*The teaching of reading and the strategies used by the teachers in each Key Stage varies as the children progress through the school.*

### **Teaching Reading in the FOUNDATION/EARLY YEARS STAGE**

- All children will bring a book bag into school each day
- The teacher will provide every child with a reading book and a reading home/school record
- Daily and differentiated Letters and Sounds phonic lessons
- Individual reading – the teacher/TA will hear each child read 1:1 on a weekly basis, the teacher records progress made in a whole class Reading folder, on specifically

adapted Reading Record Sheets (in line with the School's Guided Reading Lesson Plan/Record criteria).

- Issue of new texts – These are 'classroom only' texts and are selected by the CT/TA, with the child's individual interests in mind and some choices made by each child. From Term 3 onwards these will be either banded or specifically phonically decodeable, according to each child's needs. These texts are issued and used in the following way: Stage 1 – the text is introduced by an adult, to the child and the child then reads this text with the adult's support; Stage 2 – the child will share this text with their peers in the class, during reading times; Stage 3 – the child will then read this text to another adult, with as much independence as possible.
- In the Class Reading Folder the teacher will have a copy of the child's last Running Record, any current reading/phonic assessment sheets, reading behaviour sheets; reading targets and evidence of children reading on an individual basis.
- The teacher/TA completes the reading record sheet every time they hear the children read – recording strategies the children are using and progress being made in line with reading targets.
- Shared Reading – using big books and interactive white board programmes
- The teacher/SRM completes a Running Record (using the Nelson Thomson Benchmarking Kits:2000) for a deep analysis of reading and to ascertain appropriate INSTRUCTIONAL text level to inform the further selection of reading books – completed during Term 5 (May/Jun) (selected children who have made accelerated progress with their reading) and Term 6 (Jun/Jul) for all remaining children.
- The teacher analyses the Running Records and uses evidence of what the child is attending to and neglecting, to assess appropriate strategies/prompts to ensure the next steps in learning.
- The teacher passes this data onto the school's assessment leader.
- Regular records are kept for each child to monitor their progress through the phases of the *Letter and Sounds Systematic, Synthetic Phonics Programme*. At the start of each new academic year, the Class Teacher and the SRM hold a meeting with new parents to outline and explain phonic teaching methods and how this can be supported and reflected at home.
- Parents are requested to always encourage the children to read and to write positive and constructive comments in the reading record
- Home/school Reading Records are passed onto the next CT for records of the child's reading experience, so far, in the school.

## Teaching Reading in KEY STAGE 1

- **Interventions-** Reading Recovery based lessons (see relevant note above) and Better Reading Partnerships (see relevant note above) – the outcomes of each child's most current assessments are scrutinised by the SRM to decide who is best suited to and requires either intervention - there is close, regular liaison with Reading Partners, the SRM and the Class Teacher concerning the children's progress and development as readers. Reading Partners will complete a notification slip to pass to CTs every time a BRP child moves up a book band – to ensure this progress is reflected back in class.
- A phonics 'booster group', taught by appropriately trained TA, using the SoundsWrite programme as the intervention
- All children will bring a book bag into school each day
- The teacher will provide every child with a 'Challenge' book (levelled by the Which Book and Why, 2014-book banding system\*) and a 'Sharing' book (free choice) every week.
- The teacher/SRM/TA completes a *Running Record* (using the Nelson Thomson Benchmarking Kits) for a deep analysis of reading of continuous text and to ascertain appropriate INSTRUCTIONAL text level to inform the further selection of levelled reading books – completed during Term 2 (Nov/Dec) + Term 4 (Mar/Apr) for Y1s & Term 1 (Sep) + Term 3 (Feb/Mar) for Y2s. Also Running Records may be taken with isolated children in between these dates, to gauge individual progress.
- Daily Letters and Sounds phonic lessons – with differentiation of task and focus according to children's current Phonic Phases. The children's progress and differentiation will be reviewed termly with use of phonics' assessment tasks of grapheme-phoneme correspondence tasks; oral blending tasks; oral segmentation tasks; non-word reading tasks; decoding and encoding tasks. Letters and Sounds Phonics Phase groups will be re-adjusted according to outcomes.
- In each Group Guided Reading Folder the teacher will have a copy of each child's last Running Record; current assessment sheets; Guided Reading Lesson Records; reading targets and details of progress on any reading interventions
- Shared Reading – big books, enlarged texts, interactive whiteboards are used by the teacher to support reading development
- Whenever a child reads in school with an adult – ie in Guided Reading lessons or with a Better Reading Partner or Class Teacher/TA – an entry will be made in the child's Reading Record Book (to be kept in child's book bag)

- Guided Reading lessons – the children will be involved in reading and discussion in small groups of children of similar reading ability. The level of texts that the children read will be matched to the level of each group's reading abilities, ie their INSTRUCTIONAL level, as informed by the most recent round of Running Records/Benchmarking. Therefore all Guided Reading texts will be levelled according to the same IoE book banding system\* as the individual class reading books ('challenge' books) are. These lessons will take place daily, with each group receiving a Class Teacher led session at least once a week. As this is the main teaching of reading, the Class Teacher will identify focus skills/strategies and learning that will be covered during each weekly CT led focus session and subsequent related follow up lessons, to enable each group to make progress in their reading. Children's responses and learning will be recorded on their group's current Guided Reading Lesson Record. These records (and previous running records) will be used to differentiate further teaching to meet the children's individual needs in order to ensure good progress.
- Individual Reading – children (and their parents) are kept aware of their current reading targets by means of their target sheets in their Reading Records – these are referred to in each adult led session.
- Reading Aloud – children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children also hear stories read aloud by the Class Teacher.
- Parents are requested to always encourage the children to read and to write positive comments in the Reading Record Book

## **Teaching Reading in KEY STAGE 2**

- **Interventions**- Better Reading Partnerships (see relevant note above) and Inference Training (see relevant note above) – there is close, regular liaison with Reading Partners, the SRM and the Class Teacher concerning the children's progress and development as readers. Also a phonics booster group with SoundsWrite©2018 and also the *Talisman* (Phonic Books Ltd; 2012) series as an intervention – children are selected for inclusion in this group from close analysis of termly reading assessments (see appendix 2 for Assessment Timetable)
- All children in Y3 and 4 will bring a book bag into school each day – Y5+6 children will keep more of a reading journal of their reading in their Reading Record books
- For focused groups of children, the teacher will provide a reading book
- Reading Books - all children will have a current reading book in school and a Reading Record Book. Children are given the opportunity to change their reading

books daily and a record of the book will be made in a class based record folder and in the child's own personal *Reading Record Book*, with subsequent entries whenever reading occurs – with an opportunity for the child to make comments on their own responses to what they are reading.

- Whenever a child reads in school with an adult – ie in Guided Reading lessons or with a Better Reading Partner or Class Teacher/TA – an entry will be made in the child's *Reading Record Book* (to be kept in child's book bag)
- Parents are encouraged to listen to their children read and discuss the text as homework, recording together the book read and commenting in the *Reading Record Book* if appropriate.
- In the *Class Guided Reading Group Folder*, the Class Teacher will have a copy of the child's last Running Record (if still reading levelled texts); assessment sheets; up to date observations as evidence of children's attainment of progress in the learning of reading; records of follow-up tasks, set directly from CT led sessions.
- *Guided Reading Lessons* – These constitute the main teaching of reading in KS2 and specific reading skills from the National Curriculum (2014) Programmes of Study, are targeted and taught during a term's Guided Reading Lessons and the child's attainment of these recorded by the class teacher. These lessons are taught for 30 minutes, daily. In Years 5 and 6, the guided reading lessons are based around a whole class text, to be more in line with literature lessons in KS3. However the related focus tasks are still graduated according to the required level of challenge of the children's reading needs.
- *Higher Order Reading Skills* – there is a greater shift from decoding to comprehension, in line with Gough and Tunmer's 'Simple View of Reading' (1986) and more recently adopted by the Rose Report and forming a central part of the Primary National Strategy's view of literacy learning (Rose, 2006; DfES, 2006). The children are taught and guided by careful questioning during reading lessons to employ skills of prediction, inference and deduction, explanation, reflection, summarizing, analysis, comparison of author's intents and styles, explaining purpose and viewpoints and relating their reading to their own personal experiences and circumstances.
- *Reading Aloud* – children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children also hear stories read aloud by the Class Teacher
- *Silent, Independent Reading* – the children are expected to always have their current reading books in school as there are regular opportunities for silent reading

- The teacher/SRM/TA completes a *Running Record* (using the Nelson Thomson, 2000, Benchmarking Kits) for a deep analysis of reading and to ascertain appropriate INSTRUCTIONAL text level to inform the further selection of levelled reading books for those children still requiring the support of levelled texts within the book bands – completed during Terms 1 and 3. Also Running Records may be taken with isolated children in between these dates, to gauge individual progress.

### **ASSESSMENT** (see Appendix 2 – for School Assessment Timetable)

Given the importance and value placed upon reading at Wickhambreaux CEPS, it is considered essential that assessment takes place every term, for each year group.

- *Informal assessment* takes place continually via notes and observations recorded by the Class Teacher when working with each group – these notes are in line with the National Curriculum POS criteria/strands for reading. Also Class Teachers are informally assessing the children in their class using the *Simple View of Reading*. This allows them to see specifically which children have issues with decoding, comprehension or both.
- Children are *formatively assessed* by use of PM benchmarking Kit (Nelley & Smith, 2000), Word Reading Age tests (BAS), Letters and Sounds based Phonics Assessments and CT observation notes (based on evidence gained from lesson records and reading based tasks)
- Children are *summatively assessed* at the end of each seasonal term through either optional end of year tests (NGRT) or the statutory end of key stage assessments.
- *Running Records* are also used to determine the accuracy rate at which the children read and whether their reading book is suitable. Running records are also used as a useful tool to illuminate the problems that struggling readers might be facing and are used as formative assessment in order to inform of next steps.

The children are assessed and records are kept in line with the school's assessment policy. The data from these assessments is used to:

- ⇒ Action any special needs provision
- ⇒ Group the children for Guided Reading teaching
- ⇒ Identify the most able children to ensure provision on extension/enrichment work

### **LEADERSHIP AND MONITORING**

Monitoring of reading takes place through various means:

1. Observations of whole class, group and individual reading;

2. Pupil conferencing in which groups of children are interviewed about their view of reading;
3. One to one reading where the Literacy Leader or other Senior Leader listens to a child read to establish the accuracy of the reading level awarded and the suitability of the reading material. The child is also asked questions about their reading at this stage. (See appendix)
4. Learning walks to establish whether reading has been given a high profile within each classroom (displays, targets, book corners)

Evidence gathered is used to form an action plan, which the School Reading Manager will then subsequently implement/update.

As reading is high priority, reading is led at a senior leadership level. The Literacy Leader and School Reading Manager work in conjunction to ensure that the provision of reading remains high profile and is of a high quality. The Senior Leadership Team share responsibility, with the headteacher, as champions of reading within the school.

### **THE ROLE OF THE CLASS TEACHER**

- All teaching staff are responsible for developing our whole school approach to reading
- All teaching staff will model good reading behaviour and encourage the children to care for the reading matter in our school
- All teaching staff will ensure that their classrooms are well stocked with attractive and appropriate books that reflect the topics being taught and house and presented in a manner that is inviting and stimulating for the children
- All teaching staff will ensure that their classrooms are ‘print rich’ and that the books available reflect different cultures, genders and languages both in fiction and non-fiction.
- All teaching staff will ensure provision of appropriate literature is made for any child with Additional Educational Needs
- All teaching staff will keep up to date with record keeping and assessment and ensure all reading information is kept in their reading folders
- All teaching staff will ensure the children are reading texts from the correct level (in line with the Book Bands) or the child’s assessed level of reading ability.
- All teaching staff will model how good reading behaviour looks and sounds
- All teaching staff will encourage all children to learn the value of a life-long love of reading

## **THE ROLE OF THE School Reading Manager, SRM and Specialist Reading Teacher, SRT (Reading Recovery trained)**

Wickambreux CEPS's SRM is an experienced Reading Recovery Teacher at the school, the Better Reading Partnership co-ordinator and the School Reading Manager. Also she holds a current AMBDA Accreditation and a Masters in Education specialising in difficulties in literacy learning.

The SRM's role is...

- To liaise closely with the Headteacher/Literacy Leader/INCo on the standards and progress throughout the school, using Running Record data and Guided Reading APP based assessment
- To carry out a battery of reading and literacy based assessments with individual pupils whose literacy learning is causing concerns within the school, to pinpoint particular areas of weakness and how these can be addressed within the school.
- To select children for and deliver daily Reading Recovery based Lessons to the lowest achieving children within the required age bracket of 5years 8months to 6 years 3 months.
- To design and deliver individualised lessons for children outside of the above age bracket, who have been identified as requiring more intensive support than can be provided via BRP – as SRT lessons, that are in-line with AMBDA accreditation
- To organise and run a *Literature Circle* to extend the most able Y6 readers.
- To train, co-ordinate and manage the Better Reading Partners throughout the school
- To manage the stages of *Reading Intervention* (see relevant notes above) throughout the school
- To facilitate professional development in the teaching of reading
- To ensure all staff have watched a live RR based lesson, in order to have a common understanding of the key features of the programme
- To produce a Reading Action Plan annually to ensure consolidation and development of dedication to reading within the school
- To organise appropriate INSET
- To monitor the quality of teaching and learning of reading throughout the school
- To ensure provision of a wide range of good quality books and other resources for children at all levels of reading

- To audit books on a regular basis and replenish those needed in the classroom and library stocks
- To encourage the promotion of reading as a pleasurable activity throughout the school via organising reading related events throughout the year and highlighting specific reading materials when appropriate.

## **WORKING IN PARTNERSHIP WITH PARENTS**

We acknowledge that it is the job of school staff to teach a child how to read and to develop as a reader. However, we know that the best readers will also be reading within the home environment. The teaching of reading is greatly helped if there is strong communication and support between home and school. *Reading information evenings* are held for parents who have children in Reception. Advice and support is available during parents' meetings. Advice is available on the reading strategies used at the school and how best they may help their children. A *reading leaflet* is sent home, with information to help reading at home and how school and home can work together to form a team to enable each child's progress as readers. Parents are encouraged to listen to their children read at home to build reading mileage. Children take books home regularly both from the reading schemes and free choice selections. In Key Stage 1 and Year 3, parents are asked to note comments relating to their children's reading in a two-way contact book – *The Reading Record Book*. In Key Stage 2, this method has not proven as useful and pupils take more responsibility for logging when they have read.

Parents are informed of the National Curriculum expectations in reading and assessment outcomes are shared regularly with the outlining of any necessary follow-up support/tasks/interventions that are deemed necessary from this information.

## **LIBRARY STOCK**

The library stock of non-fiction books are now stocked in more easily accessible, communal areas around the school. These are available to staff and children for use in line with changing topic based work.

## **SEN AND EQUAL OPPORTUNITIES**

The INCo meets regularly with the School Reading Manager/Specialist Reading Teacher to monitor the progress in reading. Those children, who are identified as a result of tests or during normal classroom activities, to be requiring additional input and support with their reading, will be assessed to determine the appropriate provision for their needs.

Our policy is monitored and reviewed to ensure that all pupils have equality of access to a range of reading opportunities and experiences and that all pupils achieve to the best of their potential regardless of gender, race or culture.

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## Appendix 1

### **Structure of all BRP lessons**

#### **1) Familiar Read - 3-5 minutes:**

- re-reading books read 2 or 3 times before

#### **2) Recently Introduced Text - 3 minutes:**

- Reading text that was introduced in the last lesson- Partner observes and teaches after the reading (once a week, a running record is taken here)

#### **3) New Text – 7-9 minutes:**

Introduction of and first reading of a new text

### **BRP programme structure**

- Programme lasts for 15 weeks
- Read with a child 2 times a week
- Each session is 1:1 for 15 minutes
- Each Partner supports 2 children during each block of 15 weeks

## Appendix 2

### Wickambreux CEP School

#### Assessment, Recording, Reporting Timeline for Reading

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Whole school</b>	Set Pupil and Cohort targets- compare with FFT.  All staff to share and analyse data from summer assessments.  Parent Consultations.  KS1 benchmarking	Update Teacher Assessments  NGRT Y1-6  KS1 benchmarking	Update Teacher Assessments  KS1 benchmarking	Update Teacher Assessments  Parent Consultations  KS1 benchmarking	Update Teacher Assessments  KS1 benchmarking	Update Teacher Assessments  Written reports to parents.  Gap Analysis of SATs and optional Tests

In addition to these Seasonal Termly Assessments and ongoing formative CT assessment of progress in reading, please see the following:

<b>FS</b>	Baseline GL/NFER  Infant Language Link Screener	Phonics Screening  Ongoing formative CT assessment of progress in reading	Phonics Screening  Ongoing formative CT assessment of progress in reading	Phonics Screening  Ongoing formative CT assessment of progress in reading	Phonics Screening  Reading Benchmarking BAS (Reading Manager)	Phonics Screening  Reading Benchmarking BAS (Reading Manager)
<b>Year 1</b>	Phonics Screening	Phonics Screening  Reading Benchmarking (Reading Manager)	Phonics Screening	Phonics Screening  Reading Benchmarking (Reading Manager)	Phonics Test	Phonics Screening
<b>Year 2</b>	Phonics Screening  Reading Benchmarking/BAS SWRT  (Reading Manager)	Phonics Screening	Phonics Screening  Reading Benchmarking/ BAS SWRT  (Reading Manager)	Phonics Screening	Key Stage 1 SATs	Phonics Screening SATs Moderation

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<b>Year 3</b>	Benchmarking for those still on Book Bands – CT/SRM  BAS- SWRT reading age	NGRT		NGRT	Benchmarking for those still on Book Bands – CT/SRM	NGRT
<b>Year 4</b>	Benchmarking for those still on Book Bands – CT/SRM  BAS- SWRT reading age	NGRT		NGRT	Benchmarking for those still on Book Bands – CT/SRM	NGRT
<b>Year 5</b>		NGRT		NGRT		NGRT
<b>Year 6</b>		NGRT		NGRT	SATs Reading, Writing and Maths	SATs Moderation

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**DISPOSAL – No specific method**