

Northwood Primary School Reading Policy



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Rationale

Reading is a multi-strategy approach to understanding the written word. It is not merely the decoding of marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as lists, captions, labels and environmental print. At Northwood Primary, we share a real passion for reading and a love of books. As educators, we know that success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation. Competence in reading is the key to independent learning and is given the highest priority by all staff. As readers ourselves, we have a common goal. We want the children to share our love of books, to open their minds to a world of imagination and the belief that anything is possible.

Aims

It is our aim to provide a rich, comprehensive reading programme, offering children a range of opportunities to develop as fluent, enthusiastic, confident and life-long readers, who read for interest, information and enjoyment. We aim:

- To develop children's ability to read aloud fluently and with expression. □ To develop the ability to read for meaning.
- To teach children to make full use of the cueing strategies for reading including: phonic (sounding out letters and blending them together); visual (whole word recognition and analogy with known words); contextual (use of picture and background knowledge; grammatical (which words make sense)
- To encourage children to read a wide variety of fiction, non-fiction and poetry materials.
- To develop the skills for critical reading of texts.
- To develop imagination, inventiveness and critical awareness.
- To develop a suitable vocabulary to articulate their responses.
- To provide a balanced reading programme including carefully planned shared, guided and independent reading, offering children varying levels of support.

Steps in Teaching Children to Read

Children become successful readers by using a range of strategies to get the meaning of the text. They should be taught the full range of reading strategies including:

- Phonic knowledge (visual information)
- Grammatical knowledge (structural information)
- Word recognition and graphic knowledge (visual information)
- Contextual knowledge (meaning)

They should:

- Develop through shared, group and independent reading and have their fluency, expression and progressive comprehension skills tracked
- Correct their own mistakes

- Have an interest in words and their meanings, developing a rich and varied vocabulary
- Read a range of genres in fiction and non-fiction and become familiar with their key purposes, stylistic features, vocabulary and techniques
- Use conventions of library organisation and ICT systems to access texts to locate information
- 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
- Understand the sound and spelling 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 and justify their preferences

In EY children are immersed in an environment rich in print. At KS1 children should begin to read fiction and non-fiction independently and with enthusiasm. Letters and Sounds (Phonics) is taught daily in EY and KS1. At KS2 children should read a range of texts and respond to different layers of meaning in them.

At Northwood Primary School we use Accelerated Reader for children with a reading age of 6 years and over. For children who do not yet access the Accelerated Reader programme, reading books are grouped in books band levels, each section containing a range of different text types including books from a variety of reading schemes. Children who use the Accelerated Reader programme access reading books in the library which are grouped by their Zone of Proximal Development (ZPD) score to ensure they are the correct level for the individual child. All children are expected to take books home daily to read with parents.

Accelerated Reader

Accelerated Reader is a computer program that helps teachers to manage and monitor children's independent reading practice. Children pick a book at their own level and read it at their own pace. When finished, children take a short quiz on the computer. Passing the quiz is an indication that the child understood the book. Accelerated Reader gives children and teachers feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice.

If a child does not do well on the quiz, the teacher may help by:

- Helping to choose another book that is more appropriate.
- Ask more probing questions as the child reads and before the child takes another quiz.
- Ask your child to read the book several times before they take a quiz to ensure they have a good understanding of the text.
- Pair your child with another child, or have the book read to your child.

What is a STAR Reading™ test?

STAR Reading is a computerised reading assessment that uses computer-adaptive technology. Questions continually adjust to a child's responses. If the child's response is correct, the difficulty level is increased. If the child misses a question, the

difficulty level is reduced. The test uses multiple-choice questions and takes approximately 15 minutes.

What is a Zone of Proximal Development (ZPD)?

In independent reading, ZPD is the range of books that will challenge a child without causing frustration or loss of motivation. Each child will receive a ZPD range after taking a STAR Reading test. It is important for children to read with a high degree of comprehension and within their ZPDs. A child will normally begin reading at the lower end of their ZPD and will move through the range based on the percentage of correct answers they get after completing a quiz at the end of a book.

What are points?

Every book that has an Accelerated Reader Reading Practice Quiz is given a point value. Accelerated Reader points are computed based on the difficulty of the book and the length of the book (number of words). For example, a book which is approximately 1,000 words long and has a book level of 3.5, will be worth 0.5 points. A book which is about 23,000 words long and has a book level of 4.5 will be worth 3 points. Children earn points, or a portion of a book's points, depending on how well they do on the Reading Practice Quiz. For example, a child who takes a 5-question quiz on a book worth 1 point will earn 1 point for 5 correct answers (100%), 0.8 point for 4 correct answers (80%), etc. A child who reads a book worth 5 points and takes a 10-question quiz will earn 5 points for 10 correct answers (100%), 4.5 points for 9 correct answers (90%), etc. Teachers set individual targets for children each half term and their success is celebrated outside of each classroom. At the end of each half-term children who achieve their target are rewarded.

The Role of the Class Teacher

- All staff are responsible for developing our whole school approach to reading
- All staff model good reading behaviour and encourage the children to care for the reading materials in school
- All staff ensure that their classrooms are well stocked with attractive and appropriate books that reflect the topics being taught
- All staff ensure that classrooms are print rich and that the books available reflect different cultures, genders and languages, both in fiction and non-fiction ensuring provision is made for children with English as an additional language
- All staff ensure provision of appropriate literature is made for any child with Special Educational Needs.
- All staff to ensure children are reading at home and are accessing appropriate books, using skilled questioning or checking Accelerated Reader data to advance children when necessary.

Contexts for the Teaching and Learning of Reading

Reading is taught and learnt in specific meaningful and effective contexts. These include:

- Modelled and shared reading
- Group reading

- Complementary sentence and word-level activities including systematic phonics teaching
- Independent or paired reading
- Sharing and reflecting on their reading
- Comprehension activities
- Research for cross-curricular writing tasks e.g. in project work or science.

Shared Reading

To support children in the acquisition of reading skills we will:

- Provide frequent opportunities to read
- Promote an awareness of adults reading in a variety of contexts for many purposes
- Model, draft and discuss many aspects of reading with children

Shared reading provides an opportunity for the teacher to model fluent, expressive reading. The teacher takes the lead, modelling effective reading strategies and features of the text. Support and discussion opportunities are provided for less confident readers, whilst carefully targeted questioning can “stretch” the more able. Levels of comprehension can be clarified and new understanding scaffolded.

Group Reading

Group reading extends the opportunities provided by shared reading with a sharp focus on the targeted needs of a particular group with similar reading ability. It takes place daily across school (for 20-30 minutes) with the teacher working with a different group each day.

There is a clear focus by the teacher on the specific strategies the children need to be introduced to, develop or practice and apply during their independent reading. Texts chosen should match the reading ability of the group and should be at the children’s instructional level, i.e. 90 -94% accuracy. The choice of text must be considered carefully as difficulties may lie in the concepts, the language structures, the vocabulary, cultural references and organisation. A group reading text should not present too many difficulties because both meaning and motivation may be lost. If a text is too easy there will be insufficient challenge for the group.

Structure of a Group Reading Session

Book Introduction

This provides the context for the reading. The teacher will activate children’s prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

Strategy Check

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

Independent Reading

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. This will inform the target tracker.

Returning to the Text

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

Follow Up

Teachers construct questions which require children to reflect on the text or consider before their next session with the teacher.

Next steps

Assessment of the children's learning during group reading will inform the next steps for staff planning. This will involve the selection of appropriate objective(s) for the next session in the context of the reading targets.

Children who are not reading with the teacher will be taking part in a basic skills lesson with another member of staff. This session will focus on spelling, grammar, punctuation or reading skills ensuring that class time is used for maximum impact.

Regular Independent Reading This is vital for building stamina and fluency and for developing children's knowledge and experience of a range of books and authors. Regular independent reading helps to motivate children and establish a reading habit.

Selecting their own choice of text

This develops independence, motivates readers and helps children develop and discuss their reading preferences. In KS1, where a child is not accessing Accelerated Reader books, teachers assist children in text selection. Once a child is choosing books using the Accelerated Reader ZPD they can choose their own text from the relevant section of the library (with adult support when appropriate). All children have free choice of books from class reading areas.

Having books read aloud on a regular basis (class novel)

All teachers select a class book or novel to share with their class. This helps to build enthusiasm and enjoyment, aids development of vocabulary and exposes children to a wide range of texts.

Home/ School Reading

We encourage wider family involvement in children's reading routines. All children have a school reading book and a reading diary. They are encouraged to read at home daily and promote a home environment where books are valued. Listening to and questioning children about a text being read will enhance the reading and comprehension process. Children's individual reading will be monitored by staff and supported by members of support staff. Each time a child reads, at home or at school, a comment will be written in the reading record. Where children do not read regularly at home, teachers will arrange for them to read individually at school as regularly as possible.

Information and Communication Technology

Teachers actively plan for children to use online and ICT based resources in class e.g. Oxford Owls. When children are accessing the Accelerated Reader programme they will complete an online quiz when they have finished a book. This quiz will give them a score of correct answers and can be tracked by the class teacher to check children are reading books carefully and the book is appropriate for the child.

At the end of a half term every child from Year 1 (where appropriate) to Year 6 will complete a STAR Reading Test online which is used by the teacher to check the child's reading age and ZPD, as well as more detailed analysis of gaps in learning. The teacher will share this information with the child and will ensure the child's reading books reflect the data.

Reading Environment

Classrooms and all school areas should provide a print rich environment. Reading displays should form a part of that environment – reading corners, favourite books, book reviews and collections of books on a similar theme will help to develop enthusiasm.

Equal Opportunities

We endeavour to create an environment where all children can develop as readers. We provide children with experiences in a range of texts from a variety of cultures and traditions. Subject matter will be carefully selected to appeal to a wide range of interests and preferences for both boys and girls. Where necessary, support is provided for children for whom English is an additional language.

SMSC

Northwood Primary School strives to include SMSC (spiritual, moral, social and cultural development) throughout all areas of the curriculum. Pupil's spirituality is developed through the opportunity to reflect on their learning. Speaking and listening helps to further the pupil's moral development by respecting others' points of view. Children are expected to work in different groups which helps to develop their social skills. We also aim to develop pupil's cultural development by gaining an appreciation of their own language and culture as well as that of others.

Monitoring and Evaluation

Monitoring and evaluation will take place through:

- data analysis focussing on progress made by individual children
- whole school book scrutiny
- English learning walks
- identifying training needs of teachers and teaching assistants.