



Reading Policy

Introduction

This policy reflects the school's aims and objectives in relation to the teaching and learning of Reading. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Foundation Stage framework and the National Curriculum. These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group. This document is the outcome of consultation and review undertaken by the English subject leader with the staff. At Mowmacre Hill Primary School we use the new National Curriculum for English (2014) as the basis of our English programme. We supplement this with the Discovery Schools Academy Trust Language Comprehension Framework and the Read Write Inc Phonics programme.

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school/ Trust approach to the teaching of reading.

The policy document is designed to ensure that Mowmacre Hill meets the needs of all pupils, taking into their individual contexts. It is important that in our schools we meet the diverse needs of all pupils to ensure inclusion for all and that all pupils can confidently apply all re

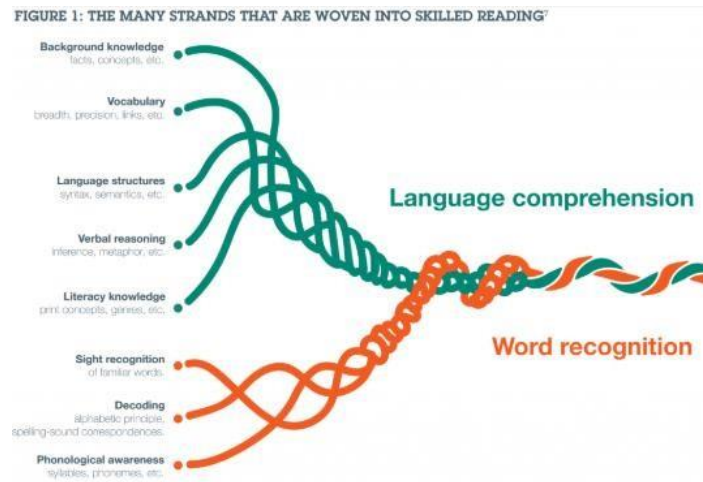
We therefore aim to ensure that all children:

- are given access to read quality age appropriate books.
- receive quality first teaching and high quality modelling of all of the skills required to become a proficient reader, these include:
 - To give / explain the meaning of words in context
 - To retrieve and record information / identify key details from fiction and non-fiction
 - To summarise main ideas from more than one paragraph
 - make inferences from the text / explain and justify inferences with evidence from the text
 - To predict what might happen from details stated and implied
 - To identify / explain how information / narrative content is related and contributes to meaning as a whole
 - To identify / explain how meaning is enhanced through choice of words and phrases
 - To make comparisons within the text
- have the opportunity to develop reading accuracy, fluency, understanding and how to respond to texts.
- develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- are given time to read at school.
- who are not supported at home are given extra support with reading at school.
- foster a love of texts and reading.
- develop the independence to apply all of the reading skills taught in school.
- Consider the principles of Reciprocal Reading in lesson delivery.

The Mowmacre Hill Primary School curriculum for reading at key stages 1 and 2 consist of two dimensions:

- word recognition
- language comprehension

It is essential that teaching focuses on developing pupils’ competence in both dimensions; different kinds of teaching are needed for each



Scarborough 2001

Word Reading

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. This is why phonics should be emphasised in the early teaching of reading to beginners when they start school.

Word Recognition comprises of three elements

- Sight words
- Decoding strategies
- Phonological awareness

Sight recognition	<p>Common exception words Words that are high in frequency but do not always contain graphemes which are not easily blended in reading.</p> <p>Tier 2 vocabulary High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are obvious, complex, establish and verify.</p>
Decoding strategies	Decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) to their sounds (phonemes) and recognising the patterns that make syllables and words.
Phonological awareness	<p>Phonics lessons Phonics lessons focus on teaching sound-spelling relationships.</p>

Language Comprehension

The Language Comprehension Framework has considered the EYFS Framework, National Curriculum Programmes of Study and the Content Domains identified in the Reading Test Developer’s Frameworks for KS1 & KS2.

FS	Communication and Language: Listening, Attention & Understanding	Communication and Language: Speaking	Personal, Social and Emotional Development: Self Regulation	Personal, Social and Emotional Development: Building Relationships	Literacy: Comprehension			
	Early Learning Goal Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.	Early Learning Goal Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	Early Learning Goal Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	ELG: Building Relationships Children at the expected level of development will: - Show sensitivity to their own and to others’ needs.	ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.			
1	Understand both the books they can already read accurately and fluently and those they listen to by: Develop pleasure in reading, motivation to read, vocabulary and understanding by:							
	1a draw on knowledge of vocabulary to understand texts	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c identify and explain the sequence of events in texts	1d make inferences from the text	1e predict what might happen on the basis of what has been read so far	being encouraged to link what they read or hear read to their own experiences	listening to and participate in discussion about what is read to them, taking turns and listening to what others say	explain clearly their understanding of what is read to them.
2	1a draw on knowledge of vocabulary to understand texts	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c identify and explain the sequence of events in texts	1d make inferences from the text	1e predict what might happen on the basis of what has been read so far			
3	2a give / explain the meaning of words in context	2b retrieve and record information / identify key details from fiction and non-fiction	2c summarise main ideas from more than one paragraph	2d make inferences from the text / explain and justify inferences with evidence from the text	2e predict what might happen from details stated and implied			
4 5 6	2a give / explain the meaning of words in context	2b retrieve and record information / identify key details from fiction and non-fiction	2c summarise main ideas from more than one paragraph	2d make inferences from the text / explain and justify inferences with evidence from the text	2e predict what might happen from details stated and implied	2f identify / explain how information / narrative content is related and contributes to meaning as a whole	2g identify / explain how meaning is enhanced through choice of words and phrases	2h make comparisons within the text

The Language Comprehension Framework should act as a basis for the teaching of language comprehension and should be developed to balance the child’s reading entitlement to a broad and varied curriculum whilst reflecting the rigour and expectations of the milestone assessments which they will encounter during their journey through the primary phases of their education. The teaching of the skills of language comprehension should be reflected in the weightings given to the time spent on each skill. Specific year group examples are given below.

Year Group Progression

Teachers will be required to teach children the different content domains in order to help the children’s language development and understanding. The % given for each content domain reflects the weighting of the specific skill within the teaching sequence and therefore the amount of time needed to be focused on each of them. This cycle will be repeated throughout the year and reflected in the planning and delivery of lessons which develop language comprehension (whether in English, reading or cross curricular lessons).

Language Comprehension Framework-Early Years Foundation Stage

FS	Communication and Language: Listening, Attention & Understanding	Communication and Language: Speaking	Personal, Social and Emotional Development: Self Regulation	Personal, Social and Emotional Development: Building Relationships	Literacy: Comprehension
	Early Learning Goal Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.	Early Learning Goal Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	Early Learning Goal Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	ELG: Building Relationships Children at the expected level of development will: - Show sensitivity to their own and to others’ needs.	ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Language Comprehension Framework- Year 1

25%	25%	25%	25%			
Discussing and drawing on what they already know or on background information and vocabulary provided by the teacher	checking that the text makes sense to them as they read and correcting inaccurate reading	making inferences on the basis of what is being said and done	discussing the significance of the title and events	predicting what might happen on the basis of what has been read so far	listening to and participating in discussion about what's read to them, taking turns and listening to what others say	explain clearly their understanding of what is read to them.

Language Comprehension Framework- Year 2

30%	30%	30%	10%	
Draw on knowledge of vocabulary to understand texts	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Make inferences from the text	identify and explain the sequence of events in texts	predict what might happen on the basis of what has been read so far

Language Comprehension Framework- Year 3

30%	30%	30%	10%	
Draw on knowledge of vocabulary to understand texts	Retrieve and record information / identify key details from fiction and non-fiction	Make inferences from the text	identify and explain the sequence of events in texts	predict what might happen on the basis of what has been read so far

Language Comprehension Framework- Year 4-6

20%	30%	30%	20% Combined				
Give / explain the meaning of words in context	Make inferences from the text / explain and justify inferences with evidence from the text	Retrieve and record information / identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph	Identify/explain how the meaning is enhanced through the choices of words and phrases.	Predict what might happen from details stated and implied	identify / explain how information / narrative content is related and contributes to meaning as a whole	make comparisons within the text

Approaches to guided reading

The table below shows the progression of the approaches used at Mowmacre Hill & Fossebrook Primary Schools which are appropriate to each year group.

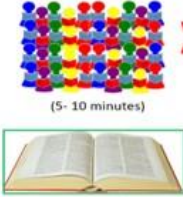
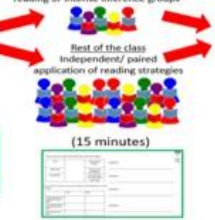
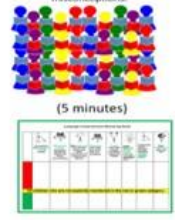
EYFS	Year 1	Year 2	Years 3-6
Explicitly model and question the children using the EYFS specific skills listed on the DSAT Language Comprehension Framework. (Based on the Early Years Framework)	Shared reading and other opportunities to explicitly model and question the children using the Year 1 specific skills listed on the DSAT Language Comprehension Framework. (Based on the Year 1 Programme of Study).	To include developing the children's experience of responding to questions about picture books, non-fiction reports, poetry and text extracts. Text extracts use should begin by opportunities to respond to questions on the same page as the extract and build up to longer pieces of text.	Whole class teaching approach.

Guided Reading Models

All KS1 & KS2 classes at Mowmacre Hill, receive thirty minutes of high quality guided reading teaching, five times per week.

The following model is used in Years 2-6.

Model weekly format of the guided reading lesson (based on 5x 30 minute lessons).

Session 1	Session 2	Session 3	Session 4	Session 5			
<p style="text-align: center;"><u>Shared reading session</u></p> <p>Teacher chooses one deeper understanding reading skill and models it explicitly as they are reading aloud :</p> <ul style="list-style-type: none"> • Links reading with background knowledge • Recognises vocabulary and words that they don't understand • Links adjacent sentences together to make sense“local coherence” • Use narrative skills to construct and express understanding- re-tell a story in their own words to provide the 'gist' of what happened. • Use working memory- manage tasks which require simultaneous storage and processing • As they read, ask their own questions or predict.... and read on to find out <p style="text-align: center;"><u>Vocabulary- Never heard the word</u></p>	<p>Explicit teaching</p> <p>Whole class Reading of the text (modelled, shared or guided)</p>  <p>(5- 10 minutes)</p> <p>Applying strategies</p> <p>Guided group Work with the teacher to tackle challenge/deep understanding questioning. This could be Reciprocal reading, KTC guided reading or intense inference groups</p>  <p>(15 minutes)</p> <p>Assessment for Learning</p> <p>Whole class Guided marking of children's work. Discussion of how accurate answers are or how the answer has demonstrated the focus reading skill of the lesson. Clarify any misconceptions.</p>  <p>(5 minutes)</p>			<p>Vocabulary</p>	<p>Retrieval</p>	<p>Inference</p>	<p>Mix it up lesson</p> <p>Week 1- Summarise main ideas from more than one paragraph & make comparisons within the text</p> <p>Week 2- Identify/explain how the meaning is enhanced through the choices of words and phrases, Predict what might happen from details stated and implied and make comparisons within the text.</p>

Ensure that a balanced variety of fiction, non fiction & poetry/songs are used as the focus texts.

- Each half term would end with a two week block of Whole class teaching- Building fluency and resilience. Use a longer text or two texts- with a variety of types of questions.
- Day 1- Reading fluency and resilience- use the spotter cards to identify the skill needed for each question.
 - Day 2- Read and answer half of the questions
 - Day 3- Read and answer the last half of the questions
 - Day 4- Guided marking (Assessment for Learning lesson)- whole class

Monitoring & Assessment

It is essential that staff observe and assess the children as part of their everyday practice. Termly Reading Progress assessments are used to assess fluency and word reading accuracy. Star Reader (the assessment tool of Accelerated Reader) is used at least three times per year to assess the individual's reading age. Rising stars' assessment is used three times a year to assess all areas of reading. This suite of assessments are triangulated to inform teacher assessment at three assessment points per year.

The Reading Environment

A set of posters for both KS1 & KS2 have been compiled. Included are the content domains associated vocabulary and strategies to use. At Mowmacre Hill and Fossebrook Primary School, we use these posters as part of our reading environment and reference them during our reading lessons.

Each class, has a dedicated reading corner which includes a wide variety of books that span a significant range of difficulty. Some of the books should be relatively easy, and some should be challenging for all children. These books may be divided into a “core” collection and a “revolving” collection). Just like a library, the core collection is the permanent collection, available throughout the year. The revolving collection, on the other hand, changes every few term, based on the topics to be studied in class.

Reading interventions

Most teaching assistants who are trained in Read, Write Inc phonics and deliver ‘fast track’ intervention sessions.

Differentiation and Inclusion

In accordance with the school’s policies on SEND and Equality, all children are entitled to access reading at an appropriate level for their age and development. Activities are differentiated where possible both for the less able and more able. Differentiation is through resources used, the difficulty of the task, support given and outcome.

Notice is taken of targets within a pupil’s PPP. Provision is made when necessary for pupils to extend their experiences beyond that of the majority of the class by providing further challenge Equal opportunities The aim is to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. All pupils are expected to achieve the highest standards possible regardless of race, culture, gender or disability. Whenever possible materials and images used reflect a varied cultural dimension e.g. fruit from different cultures or learning about scientists from around the world. School staff are fully committed to ensuring all pupils regardless of their differences have the opportunity and support necessary to enable them to achieve their full educational and social potential.

Role of the Advisory Board

The purpose of the Advisory Board is to ensure the implementation of the Early Years Foundation Stage Framework, the National Curriculum and to review the policy. Additional meetings may be held to discuss English priorities across the school and to gain an overview of the teaching and learning of English.

Policy Review

This policy was written by the Curriculum and English Leaders.

It is due for review during the Spring term of 2024.

Signed..... Chair of Advisory Board

Signed..... Head of School

