



Reading Policy

Aims & Objectives

At Rainbow Forge we recognise the crucial importance of studying the English language. Improved performance at reading, writing and spoken language will enable our pupils to express their thoughts and ideas more fluently, accurately and, ultimately, to their greater satisfaction. This will also help them to deal more successfully with other curriculum subjects, while enriching their lives beyond school.

The teaching and learning of language skills is a high priority in our school and where possible, the wider curriculum and ICT are used as tools. Our overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

We aim for our pupils to:

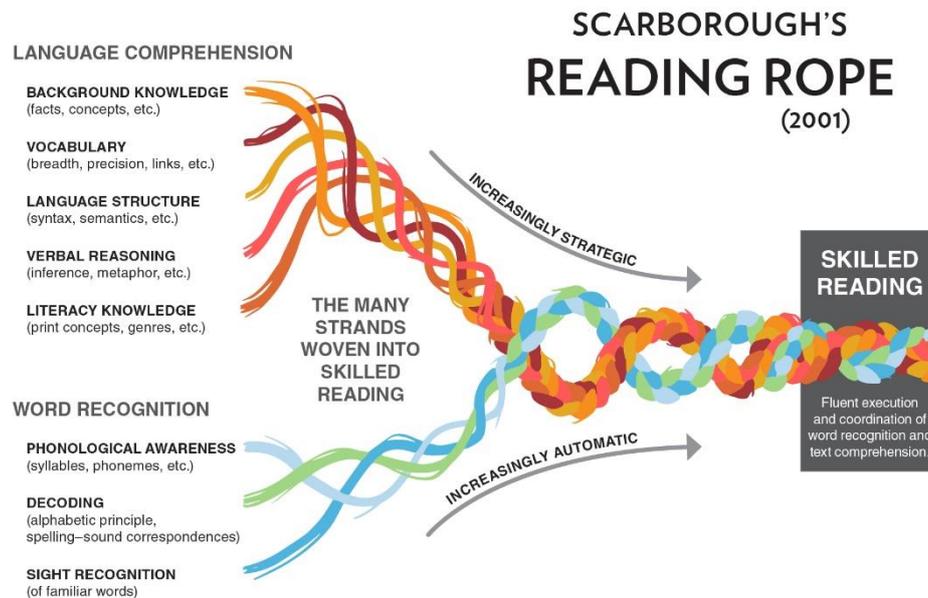
- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Use the language and styles of texts they've read to influence their own writing.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Rainbow Forge, we consider ourselves a community of readers. Therefore, we expect all adults to model and discuss their love of reading in these ways:

- Daily story time in FS and KS1.
- Opportunities for silent reading in KS2.
- Reading practice groups three times a week.
- Book study sessions in KS2.
- Providing exciting and engaging reading areas that inspire children to read.
- Uphold well stocked classroom and key stage libraries that the children can use frequently.
- Read with identified children, who need our support most, daily.

At Rainbow Forge, we encourage all children to become independent learners and be confident in all strands of learning. The children will be given opportunities to speak in a variety of contexts and learn to listen to and value the views of others.

Approach



Hollis Scarborough created the Scarborough Reading Rope to explain to parents the complexities involved in learning to read.

The Reading Rope consists of lower and upper strands. The lower strands, the word-recognition, consist of phonological awareness, decoding and sight recognition. These strands work together as the reader becomes accurate and fluent with their reading. This is gained through repetition and practice. We use these in our reading practice sessions.

The upper strands, the language comprehension, consists of background knowledge, vocabulary, language structure, verbal reasoning and literacy knowledge. Each of these aspects reinforce one another. We use these in our book study lessons.

When we combined the upper and lower strands, they create the ideal skilled reader. We are fully aware that this doesn't happen overnight and therefore our approach fosters expert modelling and repeated practice.

Spoken Language

Spoken language is a key aspect in pupils' development across the whole curriculum: it underpins the development of reading and writing. Pupils are taught to speak clearly, in full sentences and convey ideas confidently using Standard English. Where necessary, children's spoken language is repeated back to them correctly through teacher modelling.

They are given the opportunities to:

- develop the skills to justify ideas with reasons
- ask questions to check understanding
- develop vocabulary and build knowledge
- negotiate
- evaluate and build on the ideas of others
- select the appropriate register for effective communication.

Through the wider curriculum, pupils are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading

Our school places a strong emphasis on the development of reading. The principles upon which we base our teaching of reading begins with a love of books. We aim to produce fluent readers who enjoy reading and discussing a range of texts and can answer questions about a text confidently.

We highly promote reading for pleasure and encourage children to widen the genre of their reading, seeing books as a source of enjoyment as well as information. This begins with the youngest children in EYFS.

Reading practice sessions

In N1, children develop a love for reading by asking and answering questions about a story or a large picture stimulus. This is then further explored in provision through role play, puppets, story sacks etc. Shared reading sessions will take place towards the Spring and Summer terms in N1. The children will use wordless books to understand the structure of a story as well as answering comprehension questions deemed appropriate by the teacher.

Reading Practice sessions are taught three times a week in KS1, lower KS2 and those in Upper KS2 attending phonics sessions. FS use wordless books up until the children can blend; recommended to be Christmas time, before using Letters and Sounds decodable books with KS1. KS2 use the phonics books (for those children still partaking), MyOn and other high interest low level books. Children in KS1 and KS2 are streamed exclusively in their key stages based on their phonics knowledge. Children should be reading a book containing the sounds they've already learnt up to six weeks prior.

Our Reading Practice sessions follow the Little Wandle structure:

Session 1	Decoding	In this session, children will recap the sounds and tricky words that are in the book. These sounds and tricky words will have been taught in phonics in the previous weeks. Children will then
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		<p>read some words from the book fluently. The teacher will have prepared flashcards for these. The children will decode these in their head and read aloud fluently. If there are any words in the book that children may be unsure of, the teacher can clarify them beforehand as well as practicing reading them.</p> <p>Children are asked to read independently. The teacher will 'tap in' to listen to each child read. If the child needs to decode the word, they are reminded to do so in their heads.</p> <p>Before the end of the session, the teacher can address any common errors with the children including specific words or tricky words. In this session, children should be reading this book with 90% accuracy.</p>
Session 2	Prosody	<p>In this session, children will recap the sounds and tricky words that are in the book again. Children will then read some words from the book fluently. Check the children remember the meaning of the new vocabulary covered yesterday.</p> <p>Children are asked to read independently. Again, the teacher will 'tap in' to listen to each child read.</p> <p>Then, the teacher will bring the group back together and, using the pre-selected pages, model how to read them using prosody. Teachers will draw attention to features of the text including verbs, punctuation, speech and characters feelings. The teacher will model a sentence before asking the children to repeat using prosody.</p> <p>If there is time, children can write down the sounds or tricky words that the teacher says.</p>
Session 3	Comprehension	<p>As with all of the sessions, it begins with a recap of GPC's, words and tricky words.</p> <p>Beforehand, the teacher should choose a reading domain as the focus of this lesson (explained below). The children will read the book independently. The teacher is to ask the question and allow children time to read the book to find the answer. The teacher should model explaining how they know the answer is right using APE (answer it, prove it, explain it) before continuing with other prepared questions.</p> <p>In Y3/4, the children will have their comprehension questions added to their MyOn books, giving them chance to record their answer electronically.</p> <p>After this session, the children can take the book home to celebrate with parents and demonstrate their fluent reading.</p>

Reading Domains

Draw on knowledge of vocabulary to understand texts: Discuss word meanings and link new meanings to those already known. Initially, with simple word meanings, build to more complex word meanings and subject-specific technical vocabulary. Example questions may be:

- How does this word make you feel?
- Why do you think the author used the word... to describe...?
- Can you find an adjective that describes/shows you...?

Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information: Questions will begin with identifying and discussing key features of the text, leading to explaining and making comparisons. Example questions may be:

- Who are the characters in this story?
- Where does this story take place?
- Where do the characters live?
- What happens in the story?

Identify and explain the sequence of events in texts: The challenge should be increased as the texts become longer, as the answers are not as prominent within the text, as the answers are not limited to one page and as the questions are less scaffolded. Example questions may be:

- Where is the setting for this story?
- Who is the main character in the story?
- What is the first/last thing to happen in the story?
- Describe what happens in the beginning, middle and end of this text.

Make inferences from the text: Children are being asked to think more deeply and move into making inferences from the text based on what is being said and done. Example questions may be:

- What does this sentence tell you about...?
- Why did... do that?
- What word in the text tells you...?
- Why do you think... was...?

Predict what might happen on the basis of what has been read so far: Children should start by predicting what happens next before they move on to using their knowledge and understanding to make informed predictions and ask questions about what will happen next. Example questions may be:

- Why do you think this setting was chosen?
- What kind of person do you think... will be?
- What do you think...will do next?
- What might a sequel to this story be about?

Deduction: Coming to a logical conclusion from the information / evidence available: Inference skills can be built on further by going deeper into deduction and drawing simple, logical conclusions. Example questions may be:

- Why do you think that?
- How can you tell?

- What evidence suggests that?
- Which word best describes how...is feeling now? How can you tell?

Reading at home

Children are to read their decodable book for the three reading practice sessions at school. At the end of the week, children should be able to read their book at 95% fluency. At this point, they can take it home to celebrate their reading with their parents. It will be read at home for a week before being swapped for the book the children are reading in school. All children are expected to read their decodable book at least four times a week with a 'reading for pleasure' book being shared on the fifth day.

Daily reading at home is tracked in school each day and rewards are given out at the end of each half term. Phase leaders monitor these recordings and identify target children. They will make contact with the parents and explain that the expectation is they will have read every night the following week. The class teacher is also informed so they or the teaching assistant can catch them up with in school reading sessions too.

Additionally, the lowest 20% of the cohort will receive extra daily reading session from the TA, focused solely on fluency. They will read the book that has been sent home, not the one in school, as children should be more fluent in the older book.

Book Study

Y3/4 and Y5/6 have book study sessions three to four times a week. These sessions focus on a high-quality text which they can delve deeper into. They will follow a process in which they will explicitly teach and model the following skills: summary, retrieval, inference, word meaning/authors use of language, 3 mark questions/explain/justify. In Y5/6, once the teacher has modelled, they will then answer a question as a class, a question with a partner and some questions independently. Y3/4 discuss their answers within the class and with a partner.

Reading Areas

Each classroom in our school has a reading area. Here, we have a good selection of key books from the year groups recommended reads as well as non-fiction texts and a variety of books by a variety of authors. These books have also been specifically chosen to include BAME authors as well as books that have local links to our area. Books should be displayed in a way that the children can easily access them; whether that be forward facing or in labelled baskets. The books that are in our reading areas are carefully selected by staff so they engage and excite our children, making them want to read. Our reading areas could also include:

- Magazines, newspapers, comics, jokes and Top Trump cards.
- Stories and narrative accounts, e.g. Fairy tales, folk tales, and biographies
- Graphic novels and picture books
- Information books

- Internet based texts, accessed via tablets and iPads.
- Children's own work (within books and displays)
- Audiobooks.
- Poetry books including nursery rhymes for FS and KS1.
- Book reviews
- Topic books

Budget for Books

An annual budget for books is established to meet the demands and needs for each academic year. The budget takes into account the need to replenish and update stock.

Policy Review

This policy will be reviewed in keeping with the Policy Review Cycle. This planned programme of review puts subjects together that have common strands of learning, and is included in the annual Academy Improvement Plan.