

Reading Policy 2019-20

This document aims to show the school's reading ethos and how it is practised through discretely taught Teaching of Reading sessions as well as other areas across the school and curriculum. It will set out a series of expectations for teachers, providing clarity for all members of staff to ensure that all our pupils are provided with a rich and varied learning experience that aims to develop the children as lifelong readers. Through the curriculum and our practice we strive to develop a culture of reading through consistently using high quality texts, that demonstrate aspirational language and grammatical structure; a variety of texts that inspire and enthuse children; texts with themes that help our children to develop and promote the school's values as well as ensuring their personal, social, spiritual and emotional needs are met and where children are able to progress and reach their full potential.

What is Reading at Cranmore?

As a school, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances.

Cultivating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge. Through our discussions and research, we believe that the following principles are at the forefront of our approach to reading.

Reading is challenging

We develop our understanding and command of the English language through our experience of and exposure to challenging texts

_ Reading is varied

We recognise that reading comes in many forms and essential to everyday life

_ Reading is explored

We use 'close reading' to interrogate texts through rigorous study

_ Reading is inspirational

We are enthused and stimulated by what we read and use the ideas and techniques that we have experienced when reading to inform our own written work.

Table of Contents

Whole class reading

Why is Teaching of Reading different?

A Culture of Reading

Book Corners

Home School Reading

At a Glance - The Non-negotiables

Appendix

Whole Class Reading

Teaching of Reading is different to Guided Reading as its purpose is to teach the skills involved in being a good reader in the best way possible for those children in that class. In Cranmore Infant School, we use 'Book Talk'.

Book Talk is a systematic way to teach reading strategies across the whole school from Reception to year 2. It is underpinned by certain guiding principles, these are outlined below:

Pupils are organised into reading mixed ability partners and share a set of the 'same' book pitched at their level with appropriate challenge.

All pupils in the classroom will be accessing narrative, non-fiction or poetry at the same time.

Pupils will receive a daily 20 minute 'Book Talk' session and once a week will intensively work with the class teacher on comprehension skills.

The session is layered with open-ended whole class questions to tackle the three layers of the reading rainbow.

A hallmark of the session is on developing reading for meaning and oral comprehension techniques.

Book Talk is structured with three reasons to read. The reasons to read are taken from 'The Reading Rainbow'. One reason is taken from the top layer of the rainbow under REMINDERS. The second reason is taken from the COLOURFUL layer. The third reason is taken from the FANTASTIC layer.

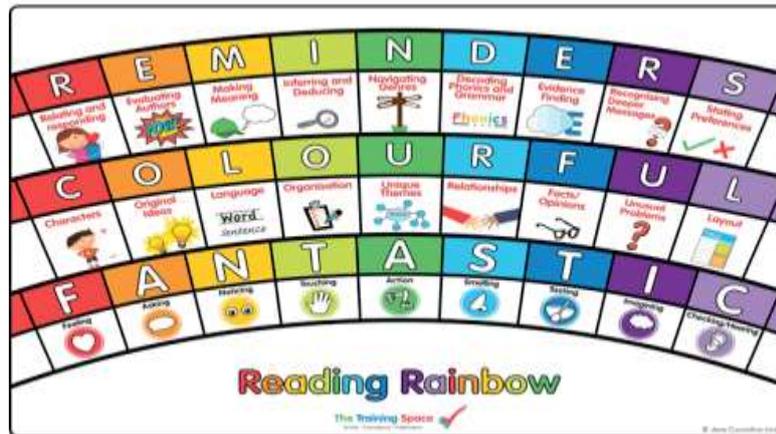
These are introduced to the pupils in chunks and it is through these generic lenses they think and discuss their reading material.

The sessions work best if they operate like conversations about books and 'hands up' is not used so there is a natural flow of talk about what they are reading.

During these sessions, the pleasure principle of reading is fostered and highly engaging picture books should be used in favour of phonic based books to heighten engagement and excitement.

'Book Talk' is sharply focussed on reading for meaning, listening to friends read and talking about books.

During these sessions pupils could be taking it in turns to read', reading in pairs or reading to themselves and the teacher will direct them in these different organisational ways.



Why is Teaching of Reading any different?

1) Whole class Teaching of Reading

Teaching of Reading means that the teacher can better plan activities which allow children to access reading skills. It also allows the teacher to work with the children that need it the most at that time. Differentiation can be achieved in many ways: the difficulty of the text the children are working on; the questions the teacher is asking them; the level of support they are receiving. The outcome of the lesson is often written but not always. Teaching the whole class the same objective removes the problem of independent groups, it allows the teacher to focus on one objective in depth and better prepare children for the expectation of written responses in KS2.

2) Make reading skills explicit and simple

Children need to be aware of the reading skills they are using in order to give them a greater understanding of what makes a well-rounded reader. We use 'Book Talk' to do this.

4) Weak readers can and should still receive phonics support.

The ability to decode texts is vital if children are to become effective readers. If they can't do this, support must be put in place so that they are able to do this confidently. All children have

dedicated phonics session daily and children who did not pass the phonics screening check have additional support in year 2.

Support outside the Teaching of Reading time should be dedicated daily to 1:1 reading with children that have not yet mastered the ability to decode or read with a degree of fluency.

5) The skills of reading don't always have to revolve around books!

This is particularly useful for those children who are not the most fluent readers as they can still develop their Book talk skills by using there fantastic, stylistics and analytics from the reading rainbow. without being limited to what they can decode. This may involve listening to the teacher or peers reading, using pictures or short films, mystery boxes/or bags, investigating crime scenes . . . the list is endless.

These activities make children aware of the different reading skills. They also allow lower ability children to access the different, more complex questions while removing the barrier of decoding text. Hopefully, as their decoding skills improve, they will be more likely to exhibit skills in inference and recognising author choice when responding to texts.

A Culture of Reading

Developing a culture of reading at Cranmore is fundamental to the progression of the children not only in reading but also across all other subjects.

In classrooms teachers will place a high value on books and reading by:

- Ensuring that the classroom has a well-designed and looked after book corner (that children are accessing regularly)
- Caring for books through the use of school and class librarians
- Finding daily opportunities for children to read independently
- Ensuring that daily reading aloud of aspirational and engaging texts happens at the end of everyday

The school will provide additional events and activities to widen the scope of reading such as:

- Promote trips to the local library and fortnightly visits to the School Library
- Participation in the local library summer reading challenge
- An annual Book Week that celebrates reading
- Prizes and awards will be linked to reading (whole school reading challenge)

Book Corners

Book corners are a staple of every classroom at Cranmore Infant School. Teachers are expected to organise their book corners at the start of the year and maintain them with the help of the children.

Book corners should contain the following:

- A range of age related texts (with options that will stretch and challenge as well as some texts that can be accessed by lower ability readers).
- A comfortable space for children to sit and read - this could involve soft seating, cushions, beanbags, rugs etc.
- Key questions that children can think on when they are reading independently.
- Something that the children have created - this could be book reviews, class anthologies, reimagining of book covers, etc. These will be added to throughout the year.
- A system for organisation for texts that is appropriate and accessible for the children to use.

Home School Reading

Developing strong links between home and school reading is vital in ensuring children become lifelong readers. The school will support parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly for both independent reading and books to be read aloud.

Independent reading books are changed in the following ways in each year group:

Reception - During Teaching of Reading, the class teacher reads 1:1 with individual children and changes their books in line with their reading level*. Teaching of new and exception words is also supported by word tins that are also monitored and kept up to date by the class teacher. Each child should take two reading books a week home.

Year 1 - During Teaching of Reading, the class teacher reads 1:1 with individual children and changing their books in line with their reading level*. Each child should take two reading books a week home.

Year 2 -Each week children read to a TA /class teacher in line with their reading level* Books are changed as a whole class weekly. Each child should take two reading books a week home.

Reading aloud and reading over time

Children and parents will also be encouraged to read together through sharing stories and parents modelling reading to their children. This will be achieved through all children from Reception to Year 2 having at least fortnightly visits to the school Library. In nursery a reading story sack is sent home once a fortnight.

- Lower down the school children will see this as an opportunity to choose a book that they might not be able to read independently but would like to share with their parent or carer; a bedtime story.
- Higher up the school children will be encouraged to select a book from the Library that they find interesting, want to share with someone at home, is challenging, etc.

Teaching of Reading

- Teaching of Reading happens daily in a 20 minute slot apart from in reception where it is a whole afternoon once a week.
- Visits to the school library are at least once fortnightly.

- A class story is read to the children at least three times per week.
- Whole class reading four times per week
- Whole class comprehension once per week
- Quiet reading time at least once per week

Book Corners

- Books are cared for and organised.
- The space is accessible for children and comfortable for them to use.
- The display materials are well maintained, inviting and age appropriate.
- There is evidence of the children's work in the book corner.
- A range of different genres of age appropriate text are available.

Library

- Children have opportunities to visit the school Library on a fortnightly basis.
- Children are encouraged to read for pleasure at home and at school.
- Books chosen from the Library should demonstrate children's desire to challenge themselves and teachers must encourage and monitor this.

Home School Reading

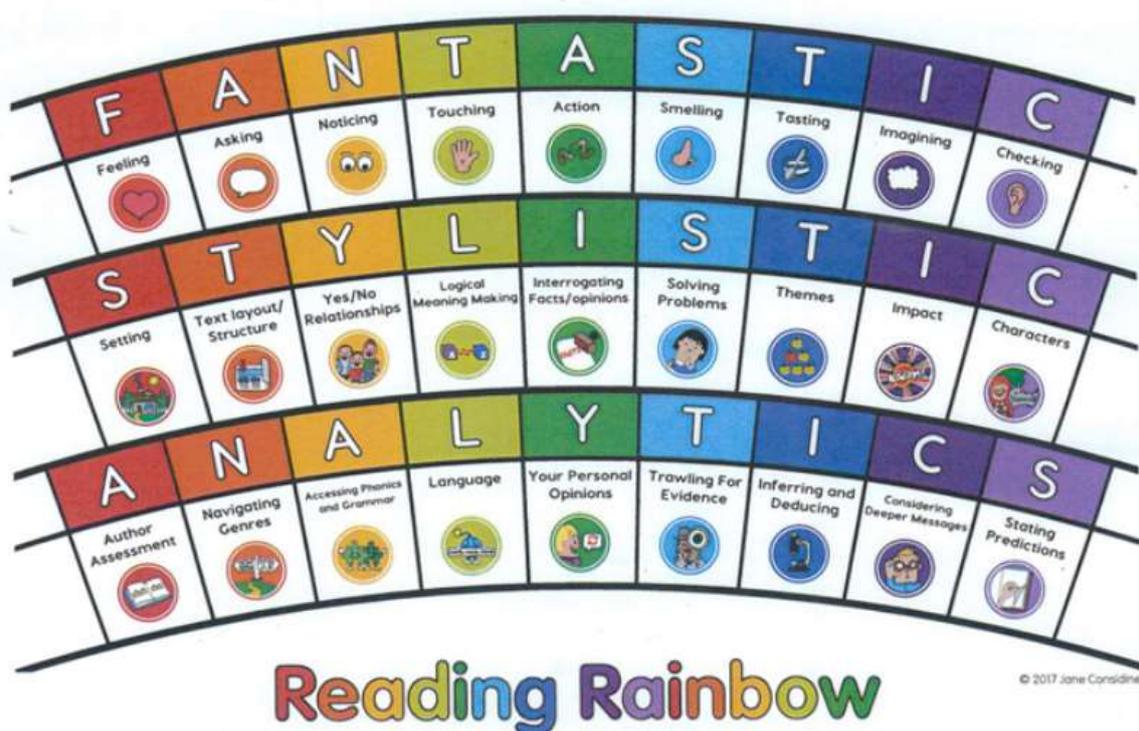
- Partnership with parents agreeing the support of reading at home
- Reading promoted through various challenges
- Regular workshops planned for reading parents sessions
- Lunchtime supervisors read with targeted group of children
- School reading team formed from parent volunteers
- Teachers and TA's provide additional reading for disadvantaged and LA children
- Reading promoted through various challenges.

Appendix:

Difficult objectives need explicit teaching

• As children move through KS1, they are required to become more analytical as readers. They are expected to develop their inferential skills and also have an awareness of authorial intent. Not enough time is spent actually teaching children how to do this and what to be aware of when reading. Rather, we skim over it with a couple of unfocussed questions here and there

Book Talk



Support Structures

Some ways you could support the LA children in whole class Teaching of Reading:

- **Pre-teach vocabulary**

If you know, the text you will be using the following day includes topic specific words or difficult vocabulary that you think some of the children will find difficult then teach those words before reading that section. These words could then be added to a vocabulary wall so that the next day the LA children will find it easier to access the text and the HA children will have a deeper knowledge and understanding of the words used.

- **Write a simplified version of the text**

You could edit the section of text you will be working from to make it simpler for the children to access. If this includes some of the pre-taught vocabulary, the LA children will be able to enjoy the text as well as feel challenge and confidence at using new vocabulary.

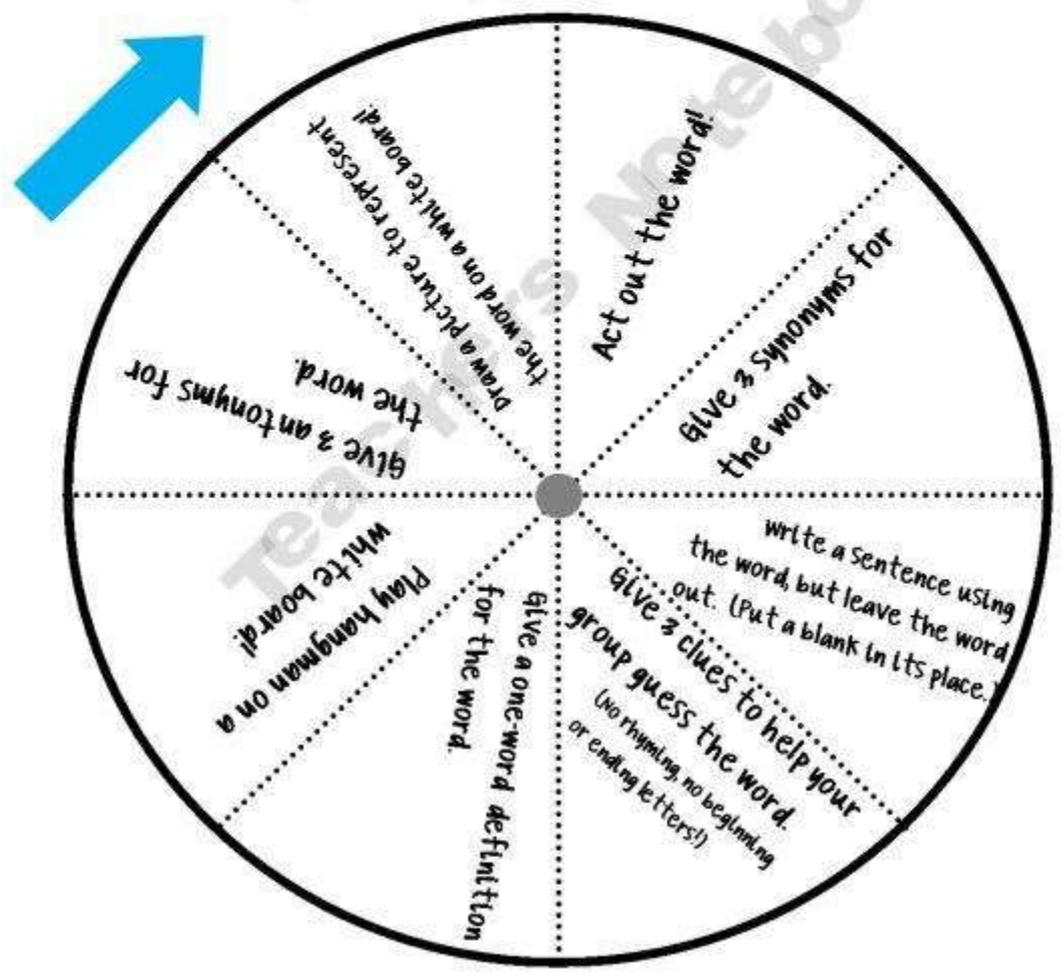
- **LA groups get more attention when they need it**

These children clearly find accessing reading the hardest so they require more adult support. In whole class, teaching you can make more time for the children that really need your support and they can experience better reading models from their peers.

*This could be altered to use words from the text in a particular section that you have read or words that you have been adding to a vocabulary board throughout the reading of the story.

GUESS MY WORD!

1. Choose a word from the wall.
2. Spin the spinner.
3. Do what the wheel says to help your group guess your word!



QUESTIONS TO ASK ABOUT READING

AUTHOR'S PURPOSE

- Is the author trying to persuade, inform, or entertain the reader?
- What message does the author want the reader to know?
- Why did the author write this piece?

ASKING QUESTIONS

- What questions do you have about what you read?
- What is something that you would ask the author?
- What else would you like to know about this topic?
- What do you think was the most important part?

MONITORING YOURSELF

- What background knowledge do you have that relates to this text?
- Did you ask yourself questions as you read?
- Did you reread sections that were difficult?
- What did you do when you came to a word you didn't know?

INFERENCE

- What is a generalization you can make about the main character?
- What is something you can figure out about the story that the author didn't tell you?

SUMMARY & MAIN IDEA

- What is the main idea? What are two supporting details?
- What would be a good title for this selection?
- What happened at the climax of the story?
- Write a summary including beginning, middle, and end.

CONNECTIONS

- What does this passage remind you of?
- What is another book you have read that has something in common with this one?
- What books have you read that have a similar theme or message?
- What is something you have learned this year that relates to the story?