

Fort Royal



Community Primary School

Play • Learn • Laugh • Succeed

READING POLICY

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| Review Date July 2021 | | | |
| Revision 0.1 | Statutory Policy? No | Governors Approval Yes | Date 1/10/19 |

HISTORY OF POLICY REVIEW/CHANGES

| Date | Page | Details of Change | Amended by | To be Ratified |
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1. Rationale

At Fort Royal we believe that successful approaches to the teaching of reading should encourage pupils to use a variety of strategies in their pursuit of meaning and to ensure that all our pupils are provided with a rich and varied learning experience that aims to develop them as lifelong readers. Creating a culture of reading is vital in ensuring our pupils are given the best life chances and ensures a love of reading extends beyond the classroom developing curiosity and an eagerness for knowledge.

Through our curriculum and practice we strive to develop a culture of reading through the use of texts that demonstrate aspirational language and grammatical structure, that inspire and enthuse pupils and with themes that support our pupils to build links across the curriculum. It is also very much inter related with other aspects of learning in literacy, such as speaking and listening, comprehension, writing and home reading.

We follow the Letters and Sounds programme to teach reading using phonics. EEF (2018) highlight that teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), they do however acknowledge effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. We recognise that some of our pupils often require alternative and further opportunities to consistently acquire reading skills and may continue to generalise these skills throughout their school life. The Rose Report (2006) states that *'Some children also have neuro-developmental disorders and other special educational needs that may present formidable obstacles to learning to read and write.'* (Rose 2006:4) Therefore, we also use the Action Words programme to teach reading using a whole word recognition approach.

Laying firm foundations by applying a consistent, whole school approach to the teaching of reading aims to create a stimulating environment where pupils are encouraged to engage with and experience books and all forms of written material both in school and the local community. The reading and literacy opportunities that we provide reflect the unique learning needs of our pupils.

2. Our Approach

We provide a range of experiences that include multi-sensory approaches and encourage practical application of reading to support the development of life skills. Pupils participate in daily reading sessions which involve phonics and action words, shared storytelling, sensory and structured stories and opportunities to also develop communication and comprehension skills.

Pupils will be taught individually or in small groups. The Class Teacher will decide the grouping for the pupils. The delivery of the lessons will be by the teaching or teaching assistants. There will be dedicated daily reading sessions, clearly highlighted on class timetables. Stories and texts will be focussed on for one week. This gives the pupils the opportunity to embed emerging knowledge, practice skills and develop independence. Lessons should last approximately 30 minutes. Alongside this Library trolley monitors will also visit each class once per week for pupils to choose their own book.

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We use Letters and Sounds which is a phonics resource published by the Department for Education and Skills (2007) (see appendix 1.) The aim of the programme is to build pupils speaking and listening skills in their own right as well as to prepare pupils for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills. The sequence of teaching phonics follows the following format: Objectives, revisit and review, teach, practice, apply and assess. Alongside this we also use Action words which uses a multi-sensory approach to teach pupils to read, spell and understand high frequency words through pictures, actions and speech. (Action words, ND)

We use a variety of reading schemes across key stage 1 and 2 that match to the phonics phase in letters and sounds, they encompass a range of reading strategies including blending and segmenting and sight vocabulary (see appendix 2) Pupils working below the level of scheme books will access a variety of other texts to support reading for pleasure as follows:

5-7: Structured stories, which use 'real books' as a vehicle to teach early reading using scaffolding and packs of support materials for example, props, photographs, symbols, phrases, sentences and individual words.

1-4: Sensory stories which use short simple sentences for the adults to read whilst using props to reinforce key words within the story and offer opportunities for developing anticipation, initiation, discovery, investigation, curiosity, responsiveness and persistence (Carpenter et. al 2015)

Developing strong links between home and school is vital in ensuring pupils 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 along with ideas sheets to

offer support and guidance in the teaching of developing reading for meaning and reading for pleasure including follow up activities.

3. Progress Checks

PM benchmark is used to identify starting points for pupils and correlates with our own assessment and book band schemes. Learning objectives are taken from the schools assessment and are clearly displayed within lessons. Comments relating the learning and progress that takes place during lessons or sequences of lessons are written against the objectives. Once the objective is achieved the objective is highlighted and dated in the year group colour for that pupil in line with the schools assessment policy. Pupils do not usually undertake statutory testing, including the phonics screening check at the end of Year 1, however this is individualised and on rare occasions there may be pupils for whom this is appropriate.

Target setting meetings encourage discussion between teachers and senior leaders regarding the progress of pupils where appropriately challenging targets can be set and monitored (see assessment policy for progression guidance), identifying interventions where necessary.

4. Staff Training

- ✓ All staff who deliver the teaching of phonics have in house training delivered by member of SLT or curriculum leads
- ✓ The training programme covers a variety of areas which may include an introduction to the teaching of reading, IRIS film clips of excellent practice, using formative and summative assessment, examples of lesson and questioning ideas (see appendix 3), phonics and action words
- ✓ Annual training for staff, including scheduled teachers meetings to focus on sharing excellent practice eg. Ideas, strategies, IRIS film clips
- ✓ Induction for all new staff
- ✓ Use of feedback forms from staff training to regularly evaluate and adapt the training content, use lesson observations and/or snapshots to evaluate improvements in the teaching of reading and formulate action plans to identify next steps

This policy has been agreed by the staff and Governors in Autumn 2019 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than July 2021.

Date: Signed

(Chair of Governors)

References

Action words (ND) *Action Words reading scheme*. Available at:

<https://www.actionwords.co.uk/action-words.html> (accessed 6th august 2019)

Carpenter, B., Egerton, J., Cockbill, B., Bloom, T., Fotheringham, J., Rawson, H., and Thistlethwaite, J. (2015) *Engaging Learners with Complex Learning Difficulties and Disabilities*. Routledge: London.

Department for Education and Skills (2007) *Letters and Sounds*. Available at:

<https://www.gov.uk/government/publications/letters-and-sounds> (accessed 6th august 2019)
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EEF (2018) *Phonics teaching and learning toolkit*. Available at:

<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=142&t=Teaching%20and%20Learning%20Toolkit&e=142&s=>
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Rose, J. (2006) *The Rose Report; Independent review of the teaching of early reading*. DFES

Phase 1

- Environmental sound discrimination
- Instrumental sound discrimination
- Body percussion sound discrimination
- Distinguish between speech sounds
- Recognise spoken words that rhyme and provide a string of rhyming words
- Provide a string of rhyming words
- Begin to blend and segment words orally.

Phase 2

- Give the sound when shown any Phase Two letter, securing first the starter letters **s, a, t, p, i, n**
- Find any Phase Two letter, from a display, when given the sound
- Orally blend and segment CVC words
- Blend and segment in order to read and spell
- Read the five tricky words **the, to, I, no, go**.

Phase 3

- Give the sound when shown any Phase Two and Phase Three grapheme
- Find any Phase Two and Phase Three grapheme, from a display, when given the sound
- Blend and read words containing adjacent consonants
- Segment and spell words containing adjacent consonants
- Read the tricky words **some, one, said, come, do, so, were, when, have, there, out, like, little, what**
- Spell the tricky words **he, she, we, me, be, was, my, you, her, they, all, are**
- Write each letter, usually correctly.

Phase 4

- Give the sound when shown all or most Phase Two and Phase Three graphemes
- Find all or most Phase Two and Phase Three graphemes, from a display, when given the sound
- Blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes)
- Segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes)
- Read the tricky words **he, she, we, me, be, was, my, you, her, they, all, are**
- Spell the tricky words **the, to, I, no, go**
- Write each letter correctly when following a model.

Phase 5

- Give the sound when shown any grapheme that has been taught
- For any given sound, write the common graphemes
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable (or an alternative strategy)
- Read and spell phonically decodable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly.

Phase 6

- Children become fluent readers and increasingly accurate spellers
- Activate prior knowledge
- Clarify meanings – with a focus on vocabulary work
- Generate questions, interrogating the text
- Construct mental images during reading
- Summarise what has been read .

[illegible]

Teaching Reading Layer of Learning 4-7

Staff will need to select the appropriate resources and learning activities depending on the needs of individual children.

Resources

School is developing resource/reading packs which will be allocated to teams and will contain some/all of the following

- Text (big book/ small books / multiple copies)
- Objects (eg small toys etc)
- Symbols
- Photos
- Flashcards
- Puppets/ masks
- ICT resources

Organising the teaching of Reading

a. Grouping

It is anticipated that the children will be working individually or in small groups. **The Class Teacher will decide the grouping for the children.** For example some children working at 4 may join a group who are working at an earlier level; similarly some children working at 7 may join a group working at a higher level.

b. Frequency

These activities will be taught alongside other reading activities, usually in the dedicated daily "Reading Session." These may be – action words, phonics, taped stories/story phones, ICT activities, literacy games.

c. Duration

These activities will be linked to one text for approximately a week. This gives the children the opportunity to embed emerging skills and develop independence.

Teaching Focus: Layer of Learning 4 (linked to school reading record keeping system)

4 Performance Description -Listen and respond to familiar rhymes and stories

Adult reads book to the children using objects/ puppets to support comprehension

- Adult reads book and introduces objects. Adult doesn't need to finish the whole book each time- may select some pages as a focus.
- As the adult reads they need to make it engaging for the child e.g. Talk about the pictures, pointing out different items in the illustrations, use facial expressions and different tone of voice.
- Include related sensory experiences (use your imagination!)
- Use objects to "act out" the story. Aim for the children being able to do this as independently as possible after lots of demonstration by the adult. This may take several sessions.
- Get children to select appropriate objects if appropriate.

Developing children's understanding of how books work

4 performance Description - Turning the pages .Holding the book the right way up

- Adult saying "I'm going to turn the page " or asking child to turn the pages
- Giving opportunities for co-actively turning the pages
- Pausing at the end of a page saying "I've finished the page, what's next?"
- Hold book upside down, model turning it the right way up.
- Make a deliberate mistake – can the children spot it's upside down

Remember

Children working at this level will need a significant amount of repetition and encouragement. Adults need to be assessing the children's gradually developing skills and allowing them to make mistakes then using their observations to plan future sessions.

Teaching Focus: Layer of Learning 5 (linked to school reading record keeping system)

*5 Performance Description –Pupils **select** a few words, symbols or pictures with which they are particularly familiar. Pupils **match** objects to pictures and symbols **e.g. choose between 2 symbols.***

Adult reads book to the children using objects/ symbols / pictures/photos to support comprehension and picture/ symbol recognition

Although children at this stage are beginning to use 2D support (pictures etc.) they will still benefit from using 3D objects as well. At this stage we would expect children to use symbols which also have the word printed alongside.

In addition to LoL 4 also.....

- Adult reads book and gradually introduces pictures (photos). These could be different pictures of the same items in the text.
- Aim for children to gradually learn to select and match the appropriate objects and pictures independently.
- Remember to include some distracters e.g. pictures/ objects that don't relate to the book.
- As above but introduce symbols with words.

Developing children's understanding of the story or poem

5 Performance Description - Show curiosity about content, answer basic 2 word questions eg Where is the ? What is doing?

- Allow opportunities for children to re-tell story using object, pictures and symbols.
- Ask the children simple 2 word questions about the book. Allow them time to respond and use limited language. You will need to repeat similar questions over many sessions
- Make a deliberate mistake – can the children spot a simple wrong answer

Remember

Children working at this level will continue to need a significant amount of repetition and encouragement.

If the children make a mistake try to get them to think about why it may be wrong rather than instantly correct them. Regard mistakes as "Assessment Opportunities"

Children usually need longer than we think to process their answers.

Teaching Focus: Layer of Learning 6 (linked to school reading record keeping system)

*6 Performance Description –Pupils **select and recognise** a few words or symbols linked to a familiar vocabulary eg. Name, people, objects, actions*

Adult reads book to the children using symbols / words to support comprehension and picture/ symbol recognition

Although children at this stage are beginning to use symbolic 2D support (symbols, text) they will still benefit from using representational 2D support (pictures, photos) as well. At this stage we would still expect children to use symbols which also have the word printed alongside. Words without symbols will often be too difficult to recognise.

Action words and Phonics may well be appropriate at this stage

Aim for children to learn to match short words – use words which are repeated throughout the book. Look for words which carry meaning and which the children understand.

- Child may have a flashcard and match on each page as the adult reads the book. Point out to the children that the letters are the same in each word.
- Include regular opportunities to match and read child's own name.

Developing children's understanding of the story or poem

- Give the children opportunities to "read along" together with the adult. Sometimes stop and get the child to predict the next word.
- Allow opportunities for children to re-tell story using pictures and symbols.
- Ask the children simple 3 word questions about the book. Allow them time to respond and use limited language. As before, you will need to repeat similar questions over many sessions
- Make a deliberate mistake – can the children spot a simple wrong answer

Remember

Include opportunities for matching words in different contexts. e.g Registration .

Teaching Focus Layer of Learning 7 (linked to school reading record keeping system)

7 Performance Description – (Decoding and knowledge about books) - Distinguish between print , symbols and pictures in texts. Can follow text left to right , top to bottom, following page (return sweep)

Adult reads book to the children limited focus on using symbols , greater focus on using words and illustrations.

The focus for children at this stage is to move away from objects and symbols to using text and illustrations. Word recognition without pictures will still be difficult at this stage.

- Adults model following the direction of print and turning the page. Expect children to learn to do this independently and follow the print with their own fingers (they will not have 1:1 word correspondence at this stage, but instead do a general left to right sweep.)
- Continue matching activities (as for LoL 6) Include their name and point out the individual letters of their name.

Action words may well be appropriate at this stage as an extra support for word recognition.

Phonics should also be used at this stage .

- Link the elements of both Action Words and Phonics to the reading text. Eg. Look for the Action Words, can you find the letter.

Developing children's understanding of the story or poem

7 Performance Description – predict elements of a Narrative e.g. When adult stops reading pupils fill in the missing word .

Adult read the book giving opportunities for prediction, once the children are familiar with the story.

- Give the children opportunities to "read along" together with the adult. Sometimes stop and get the child to predict the next word/phrase. They can use any mode of communication
- Introduce discussion related to the story .Whenever possible link the story to their own experience.
- Allow opportunities for children to re-tell story using pictures and text, role play and puppets. This will help their comprehension and enjoyment of the text.

