



HAZEL LEYS ACADEMY

'Be Inspired'

'Placing our pupils at the heart of everything we do'

Reading Policy

Hazel Leys Academy

Rationale

Pleasure in reading, and for reading, is central to all that we do. Our core mission is to instil in children a desire to read, to be curious about the world in which they live and to find answers to questions through reading.

The teaching of reading takes place in every lesson – teachers model reading skills in all subjects and reinforce the expected standards for reading in their daily talk and lesson demonstrations.

Every classroom is a showcase for reading demonstrating to others that this is a Reading Academy. Academy expectations are that in each class there are:

- book corners,
- promotion of titles and authors (book of the week, top read, my teacher is reading, recommended by ..., children reading, child reviews)
- First News displayed with reference to each week's content (children can be reviewers – set as an early morning task – identifying an article or photograph of interest)
- Reading display with reading Vipers / reading focus shared. Expected standards are shared
- Opportunities to read – displays, own work, others' work, articles of interest, open questions
- 'Class book' daily in all classes
- PIXL focus for the half term must be displayed
- Vocabulary must be displayed, encouraging children to magpie, thinking about Tier 1, 2 and 3
- Quality texts must be displayed
- Interactive displays for reading

Aim

At Hazel Leys Academy, we strive for children to be a 'Primary Literate Pupil'.

We aim to teach and encourage children to become confident, enthusiastic and independent readers who are able to read for a variety of different purposes including enjoyment and the pursuit of knowledge and who are able to reflect on and evaluate what has been read.

Reading work within our school should:

- Foster enjoyment and enthusiasm for reading
- Teach decoding skills, e.g. phonics; letter strings; initial sounds; word shape, contextual and pictorial clues
- Extend the child's vocabulary, identifying where words come from, word families, synonyms and antonyms
- Encourage careful attention to punctuation so as to make meaning of the words
- Develop the use of expression and intonation when reading aloud
- Provide opportunities to practise the skills of skimming and scanning the text for

the retrieval of information

- Teach library and research skills to enable the location of information
- Develop reflective and evaluative reading including personal preference
- Give knowledge and insight into a range of authors and genre
- Encourage and develop an understanding of what has been read both literally and inferentially.

By the age of eleven, we aim for our children to:

- be interested in books, read with enjoyment and evaluate and justify their own preferences
- learn phonics through a structured programme of Letters and Sounds in order to support their reading and writing
- become confident, independent readers through the ability to use a full range of reading strategies
- have an interest in words and their meanings and to extend their vocabulary
- be introduced to a wide range of texts and authors

Approaches to Reading

We believe in developing a reading culture throughout the school by creating welcoming book areas in our classrooms, a school library which hosts a variety of various text types, raising the profile of reading through a print rich environment and attractive book displays.

High priority is given to reading in the Foundation Stage and KS1. In the Foundation Stage, children are taught individual pure sounds and 'tricky' words in line with the Letters and Sounds structured programme (see the Policy for Phonics). Letters and Sound texts support and extend this work, whilst ensuring children are learning the skills of comprehension, and quality texts are also used to foster enjoyment of reading, and to introduce different authors and genres. The phonics approach is followed through into Key Stage 1; children in years 1 and 2 are grouped according to their current attainment and understanding in reading, and move through the stages of the programme as they are ready to. The Phonics Lead oversees this and tracks data to ensure each child's progression. Most children are expected to complete this stage of the programme by the end of Year 2.

In Guided Reading, children are placed in ability groups; in each year group, they read a wide range of texts, including a range of fiction, non-fiction and poetry. This method of guided reading ensures children are taught a range of reading skills, which they practise at school and home. All children are able to take home a reading book to read to their parent/carer at least twice a week and parents/carers make comments in their child's home-school reading record on how their child reads at home. Children who read one hundred times at home will receive a special HLA Bookmark.

The programme overlaps the Key Stages, meaning the children in Key Stage 2, who still need to consolidate their knowledge of the sounds, will continue to be taught at their appropriate level. Children who have completed their Phonic Programme will move on to the new National Curriculum. Teachers employ a number of methods to teach the skills of reading and help children develop a love of reading books.

Reading is taught through:

- Whole class reading that develops listening skills, a love of story and reading for pleasure
This is teacher led reading with children listening and responding to questions, predictions and vocabulary choices, appropriate to the level of the children. In all year groups, this happens on a daily basis.
- Shared reading that immerses children in the pattern of story and features of text types.
This happens in literacy sessions when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the domains.
- Guided reading that targets children's reading skills
- Guided reading takes place as a whole class with teacher input using age appropriate texts.
- Independent reading in school and at home

Books are sent home with a reading record or log for communication with parents. In Foundation stage and KS1, children take home reading books depending on their book band colour (Big Cat Collins). They move onto a new stage when they are ready and when the teacher assess the child's reading; decoding and comprehension skills are assessed by a teacher. In KS2, children take home a Reading Scheme book, which is also Big Cat Collins. These are changed regularly. Some children in late KS2 progress onto being 'free readers', where they choose (with support, where necessary) reading books from the school and class libraries. If a child is considered ready to become a 'free reader', it is because they have demonstrated their competence through their reading of the most complex books within all of the coloured bands. The children read their school reading books in school with adults and at home. Parents, carers, and volunteers from the community are asked to regularly come into school and listen to and support children reading. Staff are proactive in encouraging and developing parental support. Parents/ carers and teachers regularly communicate through Reading Records and conversations. In KS2, children may provide their own books to bring to school, or choose from the school and class libraries. Children must record their reading using their Reading Records.

- Intervention programmes are introduced for older children not making expected progress in Reading; these can include aspects from Letters and Sounds and PiXL.

The reading environment:

The print rich environment encourages children to interact with displays, to follow instructions and signs, promoting functional language. Within the classroom, the reading area is attractive and inviting. Books are displayed and promoted around the classroom and the whole learning environment of the school. Books and audio stories along with story props and puppets enhance the reading environment and process in EYFS and KS1.

Whole School (Library):

We have a well-stocked library from which pupils can borrow books. The school library provides reference and reading materials for children and teachers.

The library can be used to develop skills in research and fact finding. Year 6 children are chosen as Reading Ambassadors where they will spend time in the library, promoting books and reading with the younger children.

Teaching of Letters and Sounds:

Children work in small, homogenous groups to develop phonics, reading, comprehension and writing skills for half an hour each day, following the plans provided in the Letters and Sounds scheme.

Planning for Reading

Individual Reading:

Reading Stages – children developing early reading skills work with an adult at least once a week, priority children will have two or three reading sessions each week. For some children, daily reading practise will be timetabled.

In Key Stage 2 the teacher will hear every child read within a two-week period. Teachers hold responsibility for moving children forward and in identifying next steps for reading development.

The application of learned competencies is an important motivator in promoting the acquisition and development of reading skills. We use a variety of resources in order to assist in this taught subject. Reading stage books are used as the basis for the teaching of reading skills. These offer a structured progression of vocabulary and interest level and books are colour-coded across graded levels. We used the Big Cat Collins Reading Scheme across the school, as this scheme provides a broad range of books at each level.

Whole Class:

Shared Reading/ Guided Reading - Each pupil will be placed into an ability group for Guided Reading. In small groups, pupils have access to individual copies of the same text –chosen to match their appropriate ages. Staff will use reading Vipers, reading focus and comprehension skill training to support each child's reading. The use of pure phonic sounds will be used throughout the academy to help children decode new words. Every classroom displays a Speed Sound Chart.

Guided reading includes Book Talk (at least twice a week, which can also include Drama) and written work in Guided Reading books. Reading skills will be modelled and taught and pupils given opportunities to explore and analyse a variety of texts, across a range of subject areas.

Reading Opportunities Within the Classroom:

Regular monitoring of the teaching of reading by the class teacher ensures that the following opportunities to learn and practise the skills of reading are planned:

- Regular reading practice on a one-to-one basis with the class teacher, TA or trained helpers.
- Uninterrupted Silent and Sustained Reading
- Guided Reading and activities linked to the guided reading session
- Weekly comprehension sessions across the curriculum
- Paired Reading
- Reading aloud to the class e.g. plenary sessions

- Narration as part of drama e.g. Class Assemblies.
- Shared reading
- Class novel or story time
- Chanting a text – story mapping

Assessments:

Marking will be carried out regularly and in accordance with the school's marking policy.

In the short term, teachers will carry out continuous formative assessment of children's progress in all aspects of the Literacy Curriculum and will be noted down on planning and fed back to the children, either orally or through written marking. Work will be marked and this will provide children with an understanding of what they have done well, and what steps they need to take next. Children are given the chance to respond to feedback in the following lesson to enhance their learning and understanding of how to improve. AFL techniques used in lessons include self and peer evaluation against the success criteria, talk and re-drafting.

To track progress in reading from Years 1 to 6, we use PiXL and the key Interim Framework for Years 2 and 6. These enable continuity as a child progresses through the school, and show clearly what a child has achieved, as well as diagnostic information which informs planning. It assists with grouping of children, creating next steps and identifying under achievement.

Independent and formal reading tasks are carried out at the end of each half term. These are key to inform future planning.

Formal assessments in reading are carried out at the end of the academic year in the form of Reading Statutory Tests in Years 2 and 6 and optional tests in Years 1, 3, 4 and 5. Foundation Stage profile is completed in the Reception Year. Year 2 and 6 teachers inform parents about the child's assessment results during the latter part of the Summer Term. Phonics testing also takes place in Year 1 where children will either receive a Pass or Fail. Assessments to establish Reading and Spelling Ages will be carried out twice a year. Reading Speed testing for Years 3 – 6 are used 3 times a year to track reading fluency.

Inclusion/ Intervention

We aim to provide for all children so that they achieve as highly as they can in Reading, according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

SEND children - The Inclusion Leader will liaise with the Literacy Co-ordinator and class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed. Good practice in teaching reading will ensure that teachers as well as teaching assistants, support reading development for all children. Pupils with a defined special educational need are supported in their reading work, monitored by the class teacher and Inclusion Leader

Intervention Support programmes are run to scaffold the learning of children making less than expected progress and may include:

- PIXL therapy groups including speed reading

- Catch up reading
- Phonic practice
- One to one tuition
- Booster classes

Any Individual Education Plans (IEPs) will be linked, where appropriate, to the suitable Year and Term objectives from the National Curriculum. Teachers will be mindful of the literacy needs of the children and differentiate questions and activities to allow all children access. (Please also refer to the SEN policy).

Teachers will be mindful of the extra needs of all children and will differentiate questions and activities to allow for further progression and challenge.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Leading Reading:

The subject coordinator is responsible for ensuring that reading is one of the key focus for all teachers. They are accountable for leading highly effective curriculum planning, weekly planning, enrichment activities, events, displays and parental engagement, which in turn, will lead to improved outcomes and progress for all children. The coordinator will follow a monitoring and evaluation schedule and report to senior leaders on the quality of reading across the academy and the standards of teaching and learning.

The subject leader will write an action plan annually, linking targets and actions to whole academy targets identified by OFSTED and other internal and external monitoring outcomes.

Planning:

The school's Literacy Lead will take overall responsibility for ensuring effective planning and consistency of approach by teachers in accordance with the National Curriculum.

Medium Term Planning is carried out by individual teachers, giving an overview of lessons taught with learning objectives.

Short term planning is carried out by individual teachers within guidelines set at the medium term planning stage.

Assessment recording and reporting:

Teachers are expected to keep regular and up to date assessments of pupils' progress in reading. The Vernon and Salford tests are completed at both the beginning and end of the year to measure progress. Age related expectation records are completed and used to plan next steps. The pupils' regular reading practise is recorded in a school based reading file and a home-school reading book.

Analysis of data takes place at the end of each half term and is then used to set new priorities for teachers, key stages or the whole academy.

Parental Involvement

We believe that parents have a fundamental role to play in helping their children learn and progress within our school. Parents will be actively encouraged to read with their children,

discuss their books with them and help them choose books for reading at home. Parents and carers are invited to workshops and meetings concerning children's learning in Reading. Virtual Learning Platforms such as Purple Mash and Active Learn (Bug Club) offer a connection between home and school, and enable children to access learning activities at home.

Resources:

English resources are kept in a classrooms and resource areas including the Rainbow Room. The library area is also a valuable resource.

Regular audits take place and reading stock replenished every year depending on need and priorities identified in the Academy Improvement Plan.

Training Staff:

A range of CPD is available for all staff – this includes shadowing more experienced staff, staff meetings, peer to peer support, training days and courses provided by external specialists. CPD needs are identified through monitoring and observations of reading practice. The Reading Lead is the focal point for specific courses and will bring relevant courses and possible attendees to the attention of the Senior Management Team.

Monitoring, evaluation and review:

The senior leadership team will monitor teaching and learning frequently, including pupil work sampling, pupil interviews, monitoring planning and assessment folders, lesson observations and environmental walks.