



LONDON COLNEY PRIMARY & NURSERY SCHOOL

READING POLICY

Updated:

Signed:

Review Date:

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1. AIMS

At London Colney Primary School we aim to make all of our children *readers* – and we also recognise that this simple statement encompasses a huge range of skills, knowledge and attitudes. We believe that, to achieve this goal, our children need to:

- have the phonics knowledge necessary to rapidly decode words
- combine accuracy, speed and expression to read with fluency
- acquire a wide vocabulary and an understanding of the subtleties of language
- draw upon a broad base of skills to interpret, analyse and connect with a text
- develop the habit of reading widely and often, for both pleasure and information
- be exposed to a wide and varied range of quality texts
- have the skills needed to explain and justify their thinking, elaborate on their ideas and discuss texts with others

This is a broad spectrum of skills, and they clearly cannot (and should not) all be taught at once, and for that reason our approach to the teaching of reading adapts as children move through our school. In Early Years and Year 1, the focus is on phonics, sight words and beginning to develop an understanding of what has been read. By the end of Key Stage 2, teaching focusses more often on the complex skills of inference, deduction and text analysis. Throughout the school, however, our desire is to develop a love of reading and to provide children with regular opportunities to share, discuss and explore their understanding.

2. THE TEACHING OF READING

We aim to develop the children's ability to read fluently, confidently and independently so that they value and enjoy reading. The school teaches reading using high quality texts, through a combination of approaches such as:

- listening to books together;
- adults reading aloud to children from vocabulary-rich texts;
- whole class modelled and shared reading;
- Daily Supported Reading in groups with the teacher;
- supported reading in groups with TAs;
- paired reading by pupils;
- independent reading at school and at home;
- reading aloud to voluntary helpers, e.g. parents, grandparents and governors;
- author visits as role models;
- use of the school library and visits to the local library;
- drama workshops, e.g. to support visualisation, personal response etc.

The curriculum in our school gives a high profile to reading for pleasure. Provision for reading is planned carefully with a quality text at the heart of all planning each half term. The books we use have been chosen because they are powerful, well written books, likely to engage children, stir their ideas and feelings and involve them in discussion. Teaching ideas of different kinds are provided for each text. Some are full units of work which may last from 2-5 weeks, others provide 'ways in' to texts. Working with full-length books, not extracts, means that children get to know a book well and experience it as a whole

We want our children to love reading – and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as simply learning to read.

In EYFS and Key Stage 1, reading is primarily taught through daily Read Write Inc Phonics sessions (see Section 3) and DSR (see appendix C for detail).

We start by teaching phonics in Reception using the highly successful 'Read Write Inc' phonics programme. Children learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well.

The children also practise reading (and spelling) 'tricky words', such as 'once,' 'have,' 'said' and 'where'.

Once children can blend sounds together to read words, they practise reading books that match the phonics and the 'tricky words' they know. They start to believe they can read, and this does wonders for their confidence.

Early reading is taught by DSR. Daily supported Reading

DSR

Daily Supported Reading (DSR) is a quality first teaching programme that ensures sustained *independent reading opportunities* for all children in Year 1 and Reception. But also, for any children that have fallen behind ARE.

Each child in the programme receives a daily 25-minute reading lesson at their instructional level, taught by a teacher or trained adult. The lessons are scripted and take place every day without exception. Children are grouped by reading attainment, and there are no more than 6 children in each group.

A DSR project coordinator manages the implementation of the programme, and organises a weekly development meeting for all the adults involved. These meetings usually last for 15 minutes and are used to collect feedback on the progress of each child. This data informs the regrouping of children each week and shapes the planning of future teaching sessions. These meetings always include a professional development component.

The programme aims to maximise reading progress for every child.

All group leaders change reading groups regularly. This is so that they learn to respond *variably* to children at different stages of reading development.

Once the programme is well established in year 1, it can be introduced into Reception classes during the summer term of the same year.

The DSR Coordinator/Team leader will have a strong early literacy background, and the capacity to motivate, enthuse and develop those adults who are part of the DSR reading team.

Aims of the DSR Programme.

- **To dramatically increase the quantity of texts that beginner readers engage with *enjoyably and independently every day.***
- **To ensure that all children make good progress by working with a trained adult in a small group every day.**
- **To establish a coherent approach to early reading instruction**

For children

- To enjoy daily independent reading in small groups (of no more than 6) led by a trained adult, and to increase the quantity and challenge of texts read across the year.
- To learn to solve problems on text independently, while keeping a story or message in mind.

For adults

- To teach a range of children who are at different stages of learning to read, and to develop a responsive approach.
- To build the capacity of school staff to move children on, and to make effective judgements about when to do so.

Up until the end of Year 2 (and come children from KS2), children will work with children who are at the same reading level in DSR. This is so that the teaching can be focussed on their needs. In these sessions' children are taught reading cues: meaning, structure and visual cues. They are taught a bank of reading strategies to ensure they become independent readers.

Some older children will continue to access Read Write Inc groups if they need further consolidation and development of reading skills. We check children's reading skills regularly so we that we can ensure they are in the right group. Children will move to a different group if they are making faster progress or may have one-to-one support if we think they need some extra help. In Key Stage 2 (years 3, 4, 5 and 6,) the children undertake regular book look reading sessions with the staff in their class, have a wide selection of reading materials to choose from and projects linked to reading, with rewards systems for encouragement.

Pupils are provided with opportunities to take part in regular reading which may also include Modelled reading, Shared reading or Independent reading. A timetabled lesson is taught daily. Each week, reading lessons start with shared reading: teacher modelling reading, and planned SATS style questions based on texts.

Classes read shared texts where reading and writing combine, providing children with a deeper understanding of texts. Teachers regularly read to the children, too, so the children get to know and love all sorts of stories, poetry and information books. This helps to extend children's vocabulary and comprehension, as well as supporting their writing. Reading aloud is a key strategy as it enables

all children to access quality texts. It enables the teacher to model expressive and fluent reading to the children. The children then echo what they have heard aloud in their writing.

Teaching approaches we use in reading lessons:

- * Tell me – book talk
- * Making puppets
- * Writing in role
- * Readers Theatre
- * Drawing and Annotating and Mapping
- * Visual approaches
- * Drama and role play
- * The Literacy environment
- * Storytelling
- * Book making
- * Reading aloud
- * Shared writing
- * book based reading games

Children who have not completed the RWI programme by the end of Year 2 are supported with additional phonics sessions in Key Stage 2.

Power of reading

Reading is also a core element of the *Power of reading Writing* process which classes throughout the School use as the basis for their daily English lessons. In each unit, children should explore the model text, both as a reader and a writer:

Reading as a reader – focusing on *what* has been written

- Identifying interesting / complex / new vocabulary
- Asking questions about the text
- Making predictions
- Recognising how characters feel at key points in the text
- Making connections between this text and other stories / personal experiences / movies etc.
- Identifying how the text makes the reader feel
- Evaluating opinions about the text – is it any good? Why?

Reading as a writer – focusing on *how* it has been written

- Looking at how the text is organised
- Identifying how links are made between different sections of the text
- Considering why the author has chosen to use particular language or literary devices
- Exploring the use of (or breaking of) literary conventions
- Examining grammar and sentence construction
- Identifying features of a particular genre
- Exploring how the author's 'voice' is shown in the text
- Using the text to develop writing toolkits to be used throughout the unit

Children are being taught explicit reading skills (using our skills characters – see Section 5), which can then be practiced throughout the unit. Where ‘book look’ exercises take place (comprehension questions), these should have a clear focus on the skill that is being taught and practiced at that point in time.

Key Stage 2

In Years 3-6, children are taught reading explicitly for 30 minutes a day, in addition to their daily English lessons. These sessions combine, shared, guided and independent reading opportunities (see below for definitions of each, paying particular attention to differences in pitch of text / accuracy rates).

One session each day is a whole-class shared reading sessions, where a specific skill is taught (again based around some of our skills characters – see Section 5). Children then practice and develop these skills through further shared and independent sessions across the rest of the week.

[The following is based on the Herts for Learning KS2 Guided Reading Toolkit]

Shared Reading

Text pitch at its highest as cognitive demands of decoding and processing are buffered by the teacher: an accuracy rate for children at around 80 – 89% (a “hard” level of text) meaning that the text is beyond the level of difficulty that the majority of the class might read and understand independently.

- Provides an opportunity for the teacher to model the behaviour, strategies, and thought processes of an “expert” reader.
- Explicit teaching of strategies
- Allows children to be supported in developing their critical skills and their ability to consider authorial intent.
- Children may contribute to the reading and/or subsequent discussion.
- Inclusive in widest sense – children that find reading difficult are supported by an “expert other.”
- Heightened challenge serves to extend vocabulary and background knowledge - both of which serve to improve levels of comprehension.
- Expands children’s experience and appreciation of texts – in terms of content and time/place of origin.

Guided Reading

Text pitch is not as challenging as in shared reading but is pitched higher than the child’s level of ability: an accuracy rate of around 90-94% (an instructional level). This is in order to provide opportunities to further develop and enhance the child’s range and application of reading skills.

- Provides an opportunity for children to develop their skills through discussion about what they have read. Questioning and light-touch direction from the teacher enable children to receive more personally tailored instruction than in the shared-reading experience
- Explicit teaching of strategies coupled with greater scope for individual assessment and immediate feedback.

- Children are grouped according to learning needs. Reading profiles are likely to be uneven. Children that may have achieved similarly in terms of summative judgements may still have quite different needs. Flexibility in grouping allows for intervention to be focused where it is most needed.

Independent

Text pitch is the least challenging of these 3 strands of reading provision: an accuracy rate of around 95-100% (“easy” level). This helps to ensure that the cognitive load of the reading act is not so great that the reading is laboured.

- Children practice without the direct input / assistance of an adult.
- A range of reading experiences should be offered. Good library provision will offer diverse sets of texts in terms of form (books, newspapers/magazines, websites, e-readers) and content (genres/fiction/non-fiction).
- Children develop (and express) preferences and learn to make increasingly informed choices.

Book Look Format:

Day 1 – Teacher model reads to children and times how long reading takes. Children find meanings to Tier 2 and Tier 3 vocabulary from the text that the teacher has already pre-determined. Children may also identify words that they wish to discover meanings to.

Day 2 – Children and teacher to echo read. Children to complete retrieval-based questions.

Day 3 – Children to partner read. Children to complete vocabulary/authorial choices-based questions.

Day 4 – Children to partner read. Children to complete inference-based questions.

Further provision

Throughout the school, the teaching of reading and reading skills also includes:

- exercises to broaden vocabulary (see Section 6)
- daily Storytime (see Section 8)
- weekly ‘Peer tutors’ sessions with a Reception/Year 1 (see Section 8)

3. PHONICS

Pupils in EYFS and Key Stage 1 learn to read effectively and quickly using the Read Write Inc. Phonics programme (see Appendix D for coverage and expected progress). They progress off of the scheme once they can read with accuracy and speed.

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills

- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously across Years R, 1 and 2, according to their phonics understanding. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. It also ensures that all children are reading at an appropriate decoding level every day. Children are assessed by the RWInc Leader or class teacher every 6-8 weeks, with groups reorganised each time to ensure phonic knowledge develops as rapidly as possible for each child.

In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words. Children are taught as a class for the first few weeks, after which they are grouped according to their phonics understanding (following assessment by the RWInc Leader or class teacher). As with Years 1 and 2, assessment and re-grouping takes place every 6-8 weeks.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher support their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Additional support for lower-attaining pupils and those whose progress has slowed

In order to kick-start progress for these pupils, these pupils have daily one-to-one tutoring for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs and fill identified gaps in their knowledge.

The role of the Read Write Inc Leader

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. To ensure this, the Read Write Inc leader continually monitors the quality of teaching and provides coaching for staff who deliver phonics sessions (both teachers and teaching assistants). The reading leader's roles include:

- Ensuring that our teaching of reading is of the highest quality and that all our pupils make progress
- Ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- Keeping the groups homogeneous (at the same reading level) through regular assessment and re-grouping
- Providing further training (through masterclasses, coaching/ observation and face-to-face feedback)
- Meeting regularly with the school's Read Write Inc Advisor to monitor standards and agree next steps

4. FLUENCY

Reading 'fluently' means more than reading quickly. Truly fluent readers require skills in three key areas:

- **Automaticity** (rapid word reading without conscious decoding)
- **Accuracy** (often measured as correct words per minute)
- **Prosody** (expressive, phrased reading)

Automaticity (word recognition)

This refers to a level of experience and competency in relation to word reading that means that conscious decoding is no longer required for familiar words. Word reading is so rapid it effectively occurs on sight, leading to increased rates of reading. Research has shown that a reading rate of around 100 wpm is required in order to properly maintain comprehensibility. Automaticity also frees up the cognitive space that would be used for low level processing of words, meaning that mental energies can be directed more effectively towards understanding and analysis.

Accuracy (word recognition)

Pacy reading is desirable but not at the expense of accuracy. Decoding errors and omissions impact upon the extent to which the text is understood. Any drive to improve the rate of reading has to attend to the level of accuracy that the reader achieves.

Prosody (appropriate use of phrasing and expression)

Where automaticity and accuracy link word recognition to fluency, prosody links fluency to comprehension, as it reflects the reader's understanding of what they have read. Identifying which words to stress or emphasise, where to shift pace, tone or volume, where to pause and how to use your voice while reading all relies upon an understanding of the text, the character's feelings and the author's intentions in the text.

Developing Fluency

Like any other skill, fluency needs to be explicitly taught – it is not enough to expose children to texts and expect it to develop on its own. Effective strategies include:

- Teacher modelling – re-reading a text, verbalising choices and decisions about the way phrasing, tone, pace, emphasis etc are adapted and the way that they are linked to a developing understanding of the text
- Opportunities for text marking to aid prosody, as a class, in groups, pairs or individually
- Identifying the author’s use of punctuation and the impact it has on the way they want the text to be read.
- Repeated reading of the same text
- Feedback from peers or adults on the way a text has been read, with suggestions for improvement (and opportunities to put these into practice)
- Choral reading (whole group / class reading as one) – identifying why all readers have chosen to use the same expression at a particular point (or why different readers have done different things) are particularly useful
- Pre-reading
- Poetry recital and playscript performance (with opportunities for practice first –children should not be asked to perform or share anything with the class that they have not had an opportunity to rehearse)
- Exposure to quality reading – daily Storytime is a good opportunity for this, but only if it is of a good standard; teachers need to be familiar with the text and show enthusiasm and enjoyment as they read

These learning experiences – particularly opportunities to re-read, rehearse and improve the way a specific text is read - need to be planned into sequences of teaching, so that fluency develops alongside comprehension and analysis skills.

Further guidance on monitoring fluent reading and identifying areas for development can be found in the Herts for Learning KS2 Guided Reading Toolkit.

5. SKILL DEVELOPMENT

We have grouped the skills required to be a ‘good’ reader into six key areas. To support our children in understanding the skills they are being taught, practicing and using, each of these is then linked to a corresponding character. Reading lessons, including English Lessons, should focus on teaching and practicing specific skills, and therefore should refer to these characters.

The skills which should be taught in each phase progress as follows:

Skill Character	Years 1 & 2	Years 3 & 4	Years 5 & 6
Rex Retriever	<ul style="list-style-type: none">• I can explain the title	<ul style="list-style-type: none">• I return back to the text to find evidence	<ul style="list-style-type: none">• I can say why I think the author has used particular words



	<ul style="list-style-type: none"> • I can find important information • I can talk about what characters have said and done • I can spot time openers 	<ul style="list-style-type: none"> • I can scan for key words • I can find information in tables and charts • I can use my knowledge of when something happened to find facts 	<ul style="list-style-type: none"> • I can explain how a character has been built-up • I can spot how an author shows changes in time, place, viewpoint • I can track words and phrases linked to a theme within a story
<p>Doug Detective</p> 	<ul style="list-style-type: none"> • I can say why a character does something or says something • I can spot how a character has changed because of something that has happened • I know that different characters have different thoughts and feelings 	<ul style="list-style-type: none"> • I can suggest reasons why characters say and do certain things • I can say how different settings create different moods • I can think of a time in my life when I was in the same position as a character or felt the same way • I can tell the difference between fact and opinion 	<ul style="list-style-type: none"> • I can explain how and why characters change through a story • I can explain why different characters have different opinions and viewpoints • I can explain the meaning of figurative language • I can spot changes in a character's behaviour and suggest reasons for these
<p>Pippa Predictor</p> 	<ul style="list-style-type: none"> • I can say what I think will happen at the end of the story • I can use clues from the opening and the setting to work out what is going to happen 	<ul style="list-style-type: none"> • I can say what might happen next, using clues in the text • I can explain the reasons for my prediction • I can suggest what a character might do next, based on their feelings 	<ul style="list-style-type: none"> • I can say whether events in the story matched or exceeded my expectations • I can return to my predictions and say whether characters behaved in the way I expected
<p>Victor Vocab</p>	<ul style="list-style-type: none"> • I can say what a word means, using clues in the text to help me 	<ul style="list-style-type: none"> • I can work out what new words mean 	<ul style="list-style-type: none"> • I can work out what new words mean

	<ul style="list-style-type: none"> • I can spot story language such as <i>Once upon a time</i> or <i>happily ever after</i> • I can spot good words and say why I liked them 	<ul style="list-style-type: none"> • I can suggest why an author chose a particular word • I can identify the words used to link events and ideas together • I can spot words which create a certain mood 	<ul style="list-style-type: none"> • I can suggest why an author chose a particular word • I can identify the words used to link events and ideas together • I can spot words which create a certain mood
<p>Sam Summariser</p> 	<ul style="list-style-type: none"> • I can say what happens at the beginning, middle and end of a story • I can give the order of events • I can say how a non-fiction text is ordered 	<ul style="list-style-type: none"> • I can spot the main ideas in a text • I can retell a story, including all the main events • I can identify themes in a text (like friendship, good and evil and romance) 	<ul style="list-style-type: none"> • I can discuss the main ideas from more than one text • I can explain both sides of an argument • I can identify the purpose of dialogue
<p>Ava Analyser</p> 		<ul style="list-style-type: none"> • I can explain the structure of a non-fiction text and say why it is organised in that way • I can compare the plot of different stories • I can spot when an author is giving more detail 	<ul style="list-style-type: none"> • I can spot changes in time and genre • I can identify similarities and differences in texts with a common theme • I can give my opinions about the way stories are resolved

6. VOCABULARY

Vocabulary is at the base of every lesson, not just English. Children are confronted by new words and phrases every day, and, unless they develop both an ever-widening vocabulary and the skills to deal with unknown words, they will spend an awful lot of time being 'lost' in lessons. For this reason, vocabulary must be taught and referred to in (almost) every lesson.

Which words to teach?

There are something like half a million words in the English language, but most native speakers 'only' know something like 20,000 to 35,000 of these – so clearly we need to be strategic in our choice of vocabulary to teach. The three-tier model is a really useful way to start focusing on this:

Tier 1

Tier 1 consists of the most basic words. These words are easily explained and understood, and typically do not have multiple meanings. Sight words, common nouns, verbs and adjectives, and early reading words occur at this level. Examples of Tier one words are: *book, girl, sad, run, dog, and orange*. There about 8,000-word families in English included in tier one.

Tier 2

Tier 2 consists of precise, interesting and sophisticated words that are common in more complex texts and occur across a variety of domains. They are uncommon in everyday language. Many have multiple meanings, and they offer more subtle shades of meaning (eg. the difference between *damp, soggy* and *drenched*). They can be used across a variety of contexts and lessons. Examples of Tier 2 words are: *heroic, hardship, heightened, haste and honour*.

Tier 3

Tier 3 consists of low-frequency words that tend to be subject or context specific. These words are often nouns and are usually learnt when a specific need arises (eg. names of bones in the body in a science lesson or the contents of Ancient Egyptian burial chambers in history). Examples of Tier 3 words are: *economics, isotope, asphalt, sarcophagus, monsoon and anesthetic*.

Tier 2 words are the most important for direct teaching, as these are the words that children will meet, use and call upon across the curriculum. They are also likely to be the words that can be understood and carry meaning in an abstract sense – whereas Tier 3 words will tend to need context (the learning they apply to) to make sense.

Teaching new vocabulary

Quiz Time – each teacher identifies new vocabulary, which is explicitly taught. **These words should always be Tier 2 words**, but the specific selection can be for a variety of reasons – eg. language that will be encountered in a text that day, that will support forthcoming writing or picking-up from misconceptions identified earlier in the week. Teaching includes pronunciation, definitions, word class (or classes – it is important that all meanings are covered), oral creation and rehearsal of sentences containing these words, writing and editing.

- Key words – each class selects key vocab, which is displayed (with definition and an example sentence) in the classroom. These words may be recent *or* could be a word met through other reading or writing. **Again, they should always be Tier 2 words.**
- Vocabulary built into model texts – each *model* text should contain ten words drawn from the National Curriculum word list for that age group, which are taught at the start of the unit. These words should be displayed alongside supporting visual images (using Communicate in Print where possible). Other new or unknown vocabulary used in the model text should also be taught explicitly.
- Vocabulary games – eg. word bingo (I say a word – if you've got a synonym, cross it off your card), meaning matching, *Pointless words* (how many words for ... can you name – one point for the 'easy' words on my list, 5 points for the 'tricky' words, 10 points for something I didn't have on my list).

- Topic language (met and used in science, humanities, maths etc) – this is where Tier 3 language should be taught, again supported by visual images.

To make all of this meaningful and worthwhile, it is vital that teachers refer to this vocabulary when teaching, talking and writing – “*I want to show that our character is scared through the way that I describe her. Aha – I can use ‘quivering’ – I remember that was one of our Word of the Days last week...*”

Dealing with unknown words

We all still meet new words on a regular basis and need skills to deal with them. These need to be taught and modelled, too, and should include:

- Decoding
- Similarities to other words / recognising roots, prefixes and suffixes
- ‘sounds like’ – I can guess that a ‘guttural’ sound isn’t going to be pleasant from the sound of the word, whereas ‘mellifluous’ sounds more pleasant
- Context clues (what might make sense here / are there any picture clues)

7. Whole class reading

Whole class Reading sessions provide a valuable opportunity for children to apply and practice strategies that have been taught in class. In Key Stage 2, they should follow on from weekly Shared Reading sessions, with children learning and practicing the same skill throughout the week.

Whole class Reading relies on two key factors – correct choice of text and questioning that engages all children discussion.

Choice of text

As identified in Section 2, texts used in Reading sessions should be pitched at an *Instructional* level, where 90-94% of words are known. Careful grouping of children is therefore also important, so that this accuracy rate applies to everyone in the group. Texts should match the genre / text type being taught as much as possible (eg. if explanations are being taught, all groups should try to work with explanation texts), but should not come at the expense of identifying the right pitch.

Questioning & Dialogic Talk

There are three basic question types when talking about a text:

- *looking* (provide a literal response – Rex Retriever questions)
- *clue* (inference and deduction – interpreting the text)
- *thinking* (evaluate and respond – discussion points)

Looking questions are useful for making sure everyone understands the basics of the text, but the focus of sessions should be on *clue* and *thinking* questions. It is the adult’s role to promote dialogic talk – promoting conversation, not evaluating. To do this, the teacher:

- poses *authentic questions* – questions that allow various answers, including those not anticipated by the teacher

- expects the child to provide extended answers
- gives the children time and opportunities to formulate ideas and views
- shows the children what they expect, by providing models of language in their contribution to the conversation
- expects the children to speak clearly and audibly, and doesn't repeat or evaluate their answers
- responds to what the children say, building chains of exchanges that move thinking on, by debating and making contributions

Sessions, therefore, should not consist of a long string of questions to be answered by the children – and certainly should not include a lot of time spent writing responses to 'comprehension' questions silently and independently. Rather they should consist of activities and questions that allow children to collect ideas, prompt thinking and give children time to formulate their views. Children work collaboratively. This might include:

- Quiz Time- children discover meanings of unknown words and develop vocabulary.
- Which picture best matches...
- Which character do you think is the most...
- Which 3 words best describe...
- Comparing with similar stories

With all of these activities, the key is that children are given time to think and are then required to explain their thinking.

Groups in the Reading Area

Clear ground rules should be established for what this group can / cannot do. They should not necessarily be expected to read one book silently for the entire session, as this is their primary opportunity to explore recent additions to the class library, Depending on age and independence, they might also write post-it recommendations for others, or reflect on their independent reading in reading journals.

8. READING THROUGHOUT THE DAY

Reading at home

Children throughout the school should be taking books home every day, as listed below.

Parents are encouraged to read with their children every day and to write in their reading record books, so it is important that these are checked regularly, so that teachers / teaching assistants can respond – a signature and a positive word or two shows that contributions are valued. Older children in Key Stage 2 can take more responsibility for recording their own comments when they read at home, with parents signing to say that their child has read.

Children who persistently forget to bring their reading books to school should have a reading book which is kept at school, as well as sending a book home.

Clear systems should be in place in all classes to monitor home reading every day, with regular opportunities provided for children to change their books (as identified below). All classes keep a visual record of how often children have read at home, with rewards available for those who reach set targets. This raises the profile of home reading, encouraging more children to read at home.

All children take **Reading Bookmarks** home alongside their books. These contain question stems to support adults in discussing texts with their child. Question stems are differentiated at eight levels, matched to year group standards, assessment and levels within our reading scheme. New bookmarks are sent home each time a child moves up to the next standard. These question stems are listed in Appendix B.

Many of our children do not read regularly with an adult at home, so it is important that they have opportunities for 1:1 reading with an adult or older child in school. This has emotional benefits, as well as allowing teachers to monitor reading and comprehension.

As part of this provision, Year 6 have a timetabled **Peer Tutoring** session, where they partner up with a class from a different phase (Nursery, Reception & KS1 classes pair up with a KS2 class). Older children teach reading to younger children read, ask a few questions (using reading bookmarks to help them) and record a comment in reading records, before reading a short section of a book they are reading to the younger child. The Peer Tutors attend training to be able to teach reading strategies and ask open /closed ended questions.

Nursery & Reception

- Children in Nursery take home one '*Choice Read*' book, which is freely chosen from the class library or the shared picture book collection. These books are changed weekly.
- Children in Reception also take-home a '*Choice Read*', which again is changed weekly. In addition, once they have reached the relevant level of Read Write Inc, they begin taking home books from our school reading scheme, starting at Level 1. We use the RWI Levels system.

Key Stage 1

- Children take home books daily. The first comes from the school reading scheme and is matched to the child's phonic knowledge; they should not be taking home a book which includes sounds they have not learnt. Children therefore move up levels as their phonic understanding develops. These books are changed twice weekly.
- The children also take home a child's Choice Read book. This is freely chosen from the class library or the shared picture book and fiction libraries and could be either a book the child will read themselves, or a story they would like an adult to read to them at home. These are changed once-a-week.

Key Stage 2

- Children take home books daily. The book either comes from the school reading scheme, chosen from the level which children are currently assessed at (which is determined by the class teacher, targeting the 95-100% accuracy band for independent reading). Alternatively, Children can pick freely from within that level – there is no need to work through books in a set order. Children should move up through levels as their reading

improves; there is no expectation that children should read all books within a level before moving up.

- The second book is the child's *Choice Read* book. This is freely chosen from the class library or the school fiction and non-fiction libraries. Teachers should encourage children to select books that are at an appropriate level for them.
- Children should be given opportunities to change books daily.

Storytime

All classes have daily Storytime, so that children can both meet interesting, well written texts and hear how a good reader sounds. It is a time for children to enjoy books, while providing language rich experiences and opportunities to develop vocabulary and comprehension skills. This slot should be around 15 minutes long – ten minutes reading and five minutes to ask questions and discuss the story.

Storytime is the primary opportunity to share books chosen from the London Colney Reading Spine (see Appendix A), and it is expected that these books will all be read and shared over the course of the year.

Reading across the curriculum

Reading will naturally be a part of many lessons across the week – whether reading recounts of life in ancient times, researching science topics or peer-evaluating writing in English lessons. It is not the job of these subjects to teach new reading skills, but they are still excellent learning opportunities:

- Where new vocabulary is encountered, it should be taught (as identified in Section 6, this is likely to be the time where Tier 3 vocabulary is taught)
- Where reading is used as evidence (eg. discussing whether or not Egyptian pharaohs were 'good' rulers, or why Darwin's theories became accepted), many of the principles of Dialogic Talk will apply (see Section 7) in developing class discussions
- Many activities will require children to practice the skills of *Stevie Summariser* (eg. summarising the powers of a particular Norse god after reading a section of text) or *Ansa Analyser* (eg. comparing the value of three sources describing life in Mexico City). Where this is the case, it would be profitable to focus on these skills in reading sessions that week, so they are ready to be practiced and utilised.

9. READING ENVIRONMENTS

Whole School Collections

Shared, whole school collections of both fiction and non-fiction are maintained in a themed library.

- Levelled books that form the school Reading Scheme are kept in classrooms.
- The school's shared collection of picture books is kept in the library, with books organised into baskets grouped by either topic or author.

- The shared collection of fiction books for older children (broadly targeted at 9-13 year olds) is also kept in the library, organised alphabetically by author.
- The non-fiction collection is also kept in the library, organised by broad topic (eg. history, science, animals, sport etc).

Class Reading Areas

All classrooms have an attractive, comfortable and inviting Reading Area. These should include:

- A range of books, organised in a way that is inviting and appropriate to the children (most likely by author, topic or genre).
- Texts in a range of styles, reflecting both genders and the diverse cultures of our children
- Books that match the range of reading abilities found across the class – this might well spread from picture books to challenging fiction texts in many classes
- Magazines, annuals and comics
- Comfy seating
- Space / opportunities / recording formats for children to make recommendations to others (eg. post its to stick on covers)

In addition, either in the Reading Area or elsewhere in the class should be displays featuring:

- the teacher's top ten books, with explanations of why they have been chosen.
- the top ten books chosen by the class, again with accompanying explanations

10. ASSESSMENT

Formative assessment

Formative assessment (or Assessment for Learning) takes place throughout every session, and is the basis on which teachers tailor learning to the needs of the children they are teaching.

Summative assessment

Summative assessment takes place termly. It is used to:

- identify areas of strength and weakness for classes, groups and individuals
- provide evidence for patterns in progress and attainment (eg. between boys/girls, SEN/non-SEN, different year groups)
- target support to underperforming groups, classes and teachers
- compare attainment with nationally agreed expectations for children of that age

We use the Target tracker Assessment Criteria to make summative judgements in Years 1-6. These are split into 6 sections, matching end-of-year expectations for each year group, each of which begins with an indication of the context in which the skills should be assessed, to ensure that the pitch of the text is age-appropriate. This section also includes guidance on how fluently and accurately children would be expected to read these texts.

APPENDIX A – QUESTION STEMS

The following question stems have been written by teachers to support adults in questioning their child about what they have read. They are sent home in the form of Reading Bookmarks, which change as children move through our reading scheme.

	Fiction stems	Non-fiction stems
EYFS,A0 (reading level 1-2)	<ul style="list-style-type: none"> • Can you tell me about • Did you like the story? Why / why not? • Can you spot the sound somewhere in this story? • Who was in the story? • What is happening in the story? • Do any of the words in the story rhyme? • Is this story similar to any other stories you know? • Can you use the pictures to work out what this story is about? • Can you find 3 words that start with the sound • Where should we start when we read this book? 	<ul style="list-style-type: none"> • Why did you choose this book? • What did the book tell us about? • Why might this book be useful? • Can you spot two words / things on this page that start with the same sound? • What does this picture show us? Can you think of 3 words to describe it? • Can you follow the words with your finger while we read it together? • Can you remember what word was used to describe the • Can you show me how we should hold the book when we read it? • Did you enjoy this book? Why?
A1,A2,A3 (reading level 3-5)	<ul style="list-style-type: none"> • Who are the characters in the story? • What happened when • Can you show me the front cover / title / back cover? • Looking at the cover, what do you think this book will be about? • Can you point to a full stop? • What were the main things that happened in the story? • Are there any rhyming words in the story? • What do you think will happen next in the story? 	<ul style="list-style-type: none"> • Can you show me the front cover / blurb / back cover? • What is this book about? How do you know? • What does the book tell you about • How do the pictures help us to understand what this book is about? • Is this an information book or a story book? How can you tell? • What was the most interesting thing you learnt from this book?

	<ul style="list-style-type: none"> • Did you like the book? Why / why not? • What was your favourite bit? 	<ul style="list-style-type: none"> • Where else could we find information about? • While reading, look out for: Does your child show an awareness of full stops?
A4,A5,A6 (reading level 6-7)	<ul style="list-style-type: none"> • How does the story make you feel? • Can you tell me something that happened in this story? • What happened when...? Can you show me the page? • Is this a story where the goodie wins? • What do you think will happen next? • Can you retell the story? • How do the characters feel about what happened? • Can you point to a space / capital letter? • While reading, look out for: Does your child pause at a full stop to add expression? 	<ul style="list-style-type: none"> • Can you point to a heading / index page / contents page? • What was the book about? • Can you tell me one thing you have learnt from this book? • Do you know what the word means? • Where could we look to help find out what that word means? • Can we use the contents page to find out about? • Can you show me a capital letter / full stop / question mark somewhere on this page? • What clues does the front cover give us about what's going to be in this book? • Did you enjoy reading this book?
B1,B2,B3 (reading level 8-11)	<ul style="list-style-type: none"> • Why do you think the character said? • What do you think will happen next? • Do you think this would happen in real life? Why / why not? • Can you think of a better word than? • How are the characters feeling? • Does this book remind you of anything else you have read? • Have you ever been to a place like this? • Would you recommend this book to a friend? Why? • That sentence ends with an exclamation mark - how do you think you should read it? 	<ul style="list-style-type: none"> • What's the purpose of this text? • What type of text is this? (eg. a report / recount / letter / instructions etc) • Can you find a statement / question in the text? • Can you locate the index / contents page / glossary? • Can you tell me what you have learnt from this book? • How can you tell that this is a non-fiction book? • When would you use a book like this? • Can you find 3 'wow' (tricky) words in the text? How could you work out what they mean?
B4,B5,B6 (reading level 12-13)	<ul style="list-style-type: none"> • Can you explain why the author has used ? ! or " " here? • What effect does this have on the way you read aloud? • What do you notice about the way the characters act towards other people? • Does he / she remind you of anyone in another story? • Why has the character acted in that way? How does it make you feel? 	<ul style="list-style-type: none"> • What type of non-fiction is this? [instructions / report / explanation / persuasion etc] • Why has this information been put in this box / star / caption? • What is the index for? Can you use it to find information on? • What are the 3 most interesting facts you learnt from this book? • How quickly can you find the word on this page?

	<ul style="list-style-type: none"> • What words made you feel that way? • What would you do in this situation? What do you think the character will do? Why? • What made you choose to read this book? 	<ul style="list-style-type: none"> • What does the word tell us about ? How else could we find out what it means? • What is the purpose of this section of the text? • How do you think the author wants us to feel about ?
C1,C2 (reading level 14-15)	<ul style="list-style-type: none"> • Can you summarise the story in three sentences? • How do you feel about the way the character is behaving? How does it make you feel? • Who is telling the story? • What does mean? Why do you think the author chose to use this word? • Have you read another story similar to this one? What was the same about them? • Who is your favourite character in this story? Why? • Have you ever been in a similar situation to this character? Did it make you feel the same way? • Where is this story set? 	<ul style="list-style-type: none"> • What genre is this text (report, recount, instructions, discussion etc)? How do you know? • What is this text about? What is its purpose? • Can you pick 5 key words to summarise the information in this text? • Can you find an example of a fact and an example of an opinion here? What's the difference? • Where could we find out more about this subject? • Why has the author chosen to use this heading? How do the headings and sub-headings help us? • Which words or phrases show us how the author wants us to feel about this subject?
C3,C4 (reading level 16-17)	<ul style="list-style-type: none"> • Whose point of view is the story told from? How do you know? • How does the character of feel about? Do the other characters feel differently? Which words tell you this? • What genre is this story [science fiction / adventure / mystery etc]? How do you know? • How do you think the writer wants you to feel here? What words or phrases make you think that? • Does the character change over the course of the story? • Where it says, what do you think that means? How does it add to what we know about ? • How could the story have ended differently? 	<ul style="list-style-type: none"> • What was the main point of this paragraph / page / section? • Can you find two (or more) places on these pages that give you information about the same thing? • How does the way these pages have been laid out [using text boxes / headings / images etc] help the reader? • When the author says, is that a fact or an opinion? • Which words or phrases refer to ? • Can you see any similarities or differences between these paragraphs? • Have you read any other books about this topic? Which one was the most useful? Why?
C5,C6,C+ (reading level 18-20)	<ul style="list-style-type: none"> • How does the character of change across the story? • Find me a place where the scene changes - are the characters behaving differently now? • Why do you think the author chose as the title for this story? 	<ul style="list-style-type: none"> • Before you read : What three things do you think will be included in the text? • After reading : Were you right? Can you find evidence to support your answer? • What similarities or differences can you see between pages?

	<ul style="list-style-type: none"> • Whose point of view is the story told from? How might it be different if it was written from a different point of view? • When the character says “.....”, what does that make you think about? What does it tell us about the character? • How would you describe the author’s style? • Who would you recommend this story to? Why? 	<ul style="list-style-type: none"> • What non-fiction genres [report / instructions / persuasion etc] can you spot in this book? • How useful do you think this text was? What could the author have done to improve the layout? • How do you think the author feels about this topic? Why? • Has this text changed the way you feel about ? What has made this happen?

Read Write Inc Glossary

Set 1 sounds

m a s d t l n p g o c k u b f e l h sh r j v y w th z ch qu x ng nk

Set 2 sounds

ay ee igh ow oo o oar or air ir ou oy

Set 3 sounds

ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious

Fred Talk

Fred the Frog helps children read and spell. He can say the sounds in words, but he can't say the whole word, so children have to help him.

For example, Fred says c-a-t, children say *cat*. Fred says l-igh-t, children say *light*

Fred Fingers

Fred Fingers are used to spell Green Words in the Speed Sounds Lessons. Children say the sounds as they press the sounds onto their fingers. In Speed Sounds Set 1 Lessons, the teacher

Special Friends

Special friends are a combination of two or three letters representing one sound, eg. ck, ph, ay, igh (digraphs and trigraphs). Ensure children always say the sound and not the letter names (eg. ck not c and k)

Red Words

Red Words ('tricky' words) are common words with a low-frequency graphemes, eg:

- **said** - the sound 'e' is written with the grapheme ai
- **son** – the sound 'u' is written with the grapheme o
- **your** - the sound 'or' is written with the grapheme our

Only the most common graphemes are included in the Speed Sounds poster. Red words are printed in red in the Storybooks up to Orange level.

Speedy Green Words

Speedy Green Words are common words with common graphemes that are included frequently in the Storybooks. These words are *always* taught first by sound-blending. The children practice reading the words at speed, so they can read the story without sounding out each word. The children's effort can then go into understanding the story. This is not the same as teaching children to work out the word 'on sight'. Children must be able to sound out the word before building up speed.

DSR

The three main reading cues

MEANING

Ask/prompt “ Does it make sense?”

VISUAL – sounds , letters , print.

Ask/prompt “Does it look right?”

STRUCTURE- endings of words. Structure of sentence.

Ask/ prompt “Does it sound right?”

In detail this means :

Visual information

- Letter knowledge – recognising letters on the page
- Phonics (knowledge of letter sounds and skill of blending)
- High frequency words
- Knowledge of word- chunks of sounds
- PROMPT- Does it look right?

Meaning

- Using pictures
- Using the context and sense of the story
- Prior knowledge may help
- Prompt- Does it make sense?

Structure cue

- Linked to oral language but pupils have to learn text language and text structures
- Predicting (The little old man and the little old.....)
- Verb, noun agreement (The men writes their names)
- Grammatical sense-omission of words (She went to house)
- Grammatical sense- tense agreement (The boy caught the ball)
- Prompt: Does it sound right?

Core DSR Behaviours

- **Rereading.** Train children to keep rereading the text while you move around the group and listen to each child in turn.
- **Locating.** Train the children to use both index fingers to locate a sentence phrase or word. Always find a phrase out of a sentence, a word out of a phrase , or a letter out of a word.

Encourage crisp automatic locating

- **Slow check.** Train the children to locate key words identified in the script quickly. Have them check the letter sequence left to right across the word and say it slowly.
- **Praise** focussed teaching points. If you tell the children that you want them to;

Go back . Praise it. **Eyes only.** Praise it. **Look**

at the picture. Praise it. **Find the hard bit....**

- **Prompt** the children to sort out their own mistakes and to initiate some independent reading work.

Use high level prompts first of all.

(These let the child know that something is wrong and that it is their job to help themselves when they get stuck.)

Nearly, Uh Oh, Almost, Close, No, Nope,

Hold the page and wait.....

- *IF* the children are still unsuccessful. Give them even more information to help them find and correct their mistake independently.
- Find the hard bit. Put your finger on the first letter. Sound it out. Now go back
- Here's the hard bit . Slow check. Now go back
- Here's the hard bit. "Where". Now go back and reread.
- Which sounds right ? "Father bear is fish" or "Father Bear is fishing " ? Good now go back

- The children need a bank of strategies. So if a child gets stuck on a word ask:

What can you do if you don't know a word?

In class children are taught:

*to sound out words

*to break the words into syllables

*to go back to the beginning of a sentence and see what would make sense

*To look at the first few letters and see what would make sense

The Structure of a Daily Supported Reading Session

Lesson Sequence	
BEFORE INDEPENDENT READING	
1.	Tell the story. Introduce, think and talk about the main idea
2.	Read the story , hear the language.
3.	Say a phrase or sentence.
4.	Know how to help yourself. (Establish focussed teaching points)
INDEPENDENT READING	
5.	Adult provides 1-1 support for each group member in turn. Each child in the group reads the whole text independently at their own pace. <i>When they have completed their first independent reading they continue to read the book repeatedly until the adult asks them to stop.</i>
AFTER INDEPENDENT READING	
6. RESPOND TO TEXT	
7.	Sentence to word (Learn a word)
8.	Link Language with print. Cut up sentence