



# Merrydale Junior School

## Reading Policy 2019-20

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|                             |                |                      |
|-----------------------------|----------------|----------------------|
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| Ratified by Advisory Board: |                |                      |
| Lesley Butcher              |                |                      |

# Reading Policy

## Introduction

This policy reflects the school's aims and objectives in relation to the teaching and learning of Reading. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the National Curriculum which sets out the rationale for teaching each area of the English Curriculum and specifies the skills that will be developed for the majority of pupils in each year group. This document is the outcome of consultation and review undertaken by the English subject leader with the staff. At Merrydale Junior School we use the new National Curriculum for English (2014) as the basis of our English programme.

We supplement this with the Discovery Schools Academy Trust 'Language Comprehension Framework'.

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school/Trust approach to the teaching of reading.

The policy document is designed to ensure that Merrydale Junior School meets the needs of all pupils, taking into account their individual contexts and strengths. It is important that we meet the diverse needs of all pupils to ensure inclusion for all and that all pupils can confidently apply all reading skills.

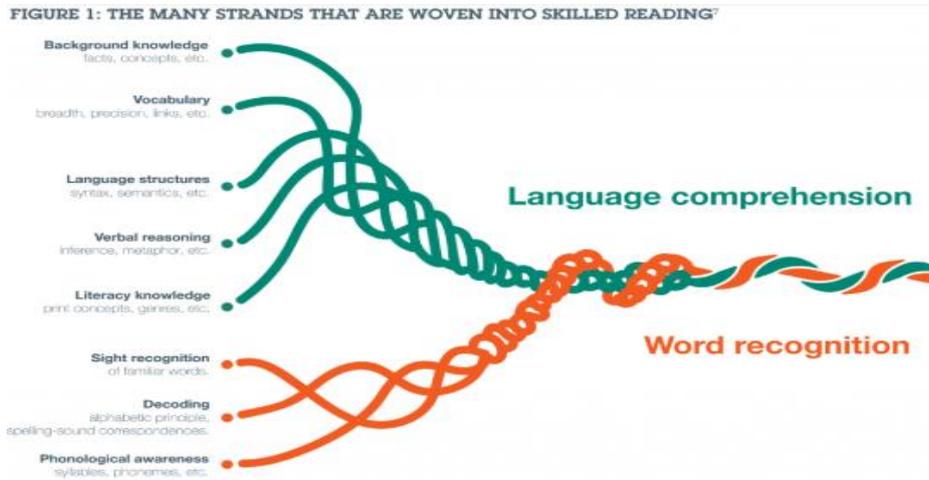
We therefore aim to ensure that all children:

- are given access to read quality age-appropriate books.
- receive quality first teaching and high-quality modelling of all of the skills required to become a proficient reader, these include:
  - *To give / explain the meaning of words in context*
  - *To retrieve and record information / identify key details from fiction and non-fiction*
  - *To summarise main ideas from more than one paragraph*
  - *To make inferences from the text / explain and justify inferences with evidence from the text*
  - *To predict what might happen from details stated and implied*
  - *To identify / explain how information / narrative content is related and contributes to meaning as a whole*
  - *To identify / explain how meaning is enhanced through choice of words and phrases*
  - *To make comparisons within the text*
- have the opportunity to develop reading accuracy, fluency, and understanding.
- develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- are given time to read at school.
- are given extra support with reading at school (when they are not so well supported at home)
- acquire a love of texts and reading.
- develop the independence to apply all of the reading skills taught in school.

The Merrydale Junior School curriculum for reading consists of two dimensions:

- word recognition
- language comprehension

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.



(Scarborough, 2001)

### Word Reading

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (*decoding*) and the speedy recognition of familiar printed words (*sight vocabulary*). Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to pupils who are new to English.

Word Recognition comprises of three elements:

- Sight words
- Decoding strategies
- Phonological awareness

|                        |  |
|------------------------|--|
| Sight recognition      | <p>Common exception words<br/>Words that are high in frequency but do not always contain graphemes which are not easily blended in reading.</p> <p>Tier 2 vocabulary<br/>High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are obvious, complex, establish and verify.</p> |
| Decoding strategies    | Decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) to their sounds (phonemes) and recognising the patterns that make syllables and words.   |
| Phonological awareness | <p>Phonics lessons<br/>Phonics lessons focus on teaching sound-spelling relationships.</p>   |

### Phonics Support

As a Junior School we screen all Year 3 pupils as they arrive in September. Our assessment is broadly based on the 'Letters and Sounds' programme. The school SENDCo oversees this process and ensures consistency across the evaluation process. We cross reference this information against the Key Stage 1 scaled score (and other assessments – including pupil's reading level) in order to ensure accurate phonics provision. Phonic interventions are then put in place to meet the specific needs of our children. The medium term plans for each phase follow those of the 'Letters and Sounds' programme (with some minor amendments). All phonics teaching follows the sequence of: *Review/Recap, Teach, Practice, Apply (Reading and/or Writing)*.

## Language Comprehension

The DSAT 'Language Comprehension Framework' has considered the National Curriculum's Programmes of Study and the **Content Domains** identified in the Reading Test Developer's Frameworks for KS2.

| 20%  | 30%  | 30%   | 20% Combined                                      |  |   |   |                                  |
|--|--|---|---|--|---|---|----------------------------------|
| Give / explain the meaning of words in context | Make inferences from the text / explain and justify inferences with evidence from the text | Retrieve and record information / identify key details from fiction and non-fiction | Summarise main ideas from more than one paragraph | Identify/explain how the meaning is enhanced through the choices of words and phrases. | Predict what might happen from details stated and implied | Identify / explain how information / narrative content is related and contributes to meaning as a whole | make comparisons within the text |

The DSAT 'Language Comprehension Framework' acts as a basis for the teaching of language comprehension and should be developed to balance the child's reading entitlement to a broad and varied curriculum whilst reflecting the rigour and expectations of the milestone assessments which they will encounter during their journey through the primary phases of their education.

Throughout the week children are given direct teaching and practice of the key skills (*i.e. vocabulary, retrieval and inference*), as well exploring the other content domains.

### Year Group Progression

Teachers will be required to teach children the different content domains in order to help the children's language development and understanding. The % given for each content domain reflects the weighting of the specific skill within the teaching sequence and therefore the amount of time needed to be focused on each of them. (*The school's 'Reading Progression Map' equips teachers with a clear progression of expectations and appropriately pitched questions.*)

This cycle will be repeated throughout the year and reflected in the planning and delivery of lessons which develop language comprehension (whether in English, reading or cross-curricular lessons).

### Guided Reading Models

All classes at Merrydale Junior School, receive thirty minutes of high-quality guided reading teaching, at least four times per week.

**Majority of class** – Whole class (content domain-based) shared/guided lessons ensure that the children understand the specific skills of language comprehension and are confident in the rigour, pace and expectations of the end of year group assessments.

**Targeted guided reading groups** - Mixed age groups where the focus is still on the content domain but the texts have been selected to reflect the needs of the children. The texts are high interest texts to ensure engagement.

**Targeted SEND guided reading groups** - Mixed age groups where the focus is still on the content domain but the texts have been selected to reflect the SEND needs of the children.

### Guided groups for children who are below age-related

As a school we identify (through PM Benchmark assessments) those children who are below age-related in reading. The SENDCo and lead practitioner devise the groups of children based on results from these assessments. These groups receive focused teaching, separate from the main class, during the guided reading session of the day. These groups are typically small (6-8 children). The groups are provided with a different book from the main class, meeting their specific needs and improving engagement.

The teaching assistants are provided with pre-planned lessons for their book and group – with a range of tailored questions to support children in developing their understanding of the content domains. These books generally last for 1-2 weeks. The work around these books has been carefully planned by the SENDCo and lead practitioner. The teaching assistants are allocated an area of the school and, with their group, orally work through the reading plan they have been provided with. Teaching assistants are also encouraged, when appropriate, to go beyond the formal planning and provide additional input for the children in order to make the book experience more fun.

The work provided for the groups have been designed around the V.I.P.E.R.S. framework (*vocabulary, inference, prediction, explanation, retrieval, summarise*). This mirrors the Language Comprehension Domains that are being taught in the classrooms with whole-class reading. The V.I.P.E.R.S. system provides a supportive stepping stone to allow children to re-join the class once they have gained the appropriate level of confidence and necessary improvements with reading. The groups are monitored termly by a member of the SLT. Any records for the work completed are collected and shared with the class teachers so that they can see what is happening with their children.

These groups are reviewed every term and, if children need a different challenge, the groups are re-adjusted. The groups provide a safe framework for the children to succeed - but ultimately the goal is for the children to be able to complete the work in the main class sessions.



### **Monitoring**

It is essential that staff observe and assess the children as part of their everyday practice. In order to capture in the moment observations, teachers take relevant notes about children they have either support in guided reading sessions and/or when hearing children read 1-to-1. This information, along with data from Accelerated Reader quizzes, 'Star Reader' tests, and 'Rising Stars' (*termly*) assessments contribute towards the teachers' assessments of the children's reading skills. Such monitoring allows teachers to identify any difficulties or strengths that individual children have with reading.

### **The Reading Environment**

A set of posters for KS2 have been created, showing visually the content domains. At Merrydale Junior School, we use these posters as part of our reading environment and reference them during our reading lessons.

|  |   |  |  |
|--|---|--|--|
| <p><b>Language Learner</b></p>  <p><b>Give / Explain the meaning of words in context. (2a)</b></p>                  | <p><b>Fabulous Finder</b></p>  <p><b>Retrieve information &amp; identify key details from fiction and non-fiction. (2b)</b></p>                  | <p><b>Super Summariser</b></p>  <p><b>Summarise the ideas from more than one paragraph. (2c)</b></p>                                  | <p><b>Intriguing Inferer</b></p>  <p><b>Make inferences from the text. Explain /Justify with evidence from the text. (2d)</b></p> |
| <p><b>Powerful Predictor</b></p>  <p><b>Predict what might happen from the details stated and implied. (2e)</b></p> | <p><b>Clue Collector</b></p>  <p><b>Identify and explain how information / narrative content is related and contributes to meaning. (2f)</b></p> | <p><b>Meaning Maker</b></p>  <p><b>Identify or explain how meaning is enhanced through the choice of words and phrases. (2g)</b></p> | <p><b>Curious Comparer</b></p>  <p><b>Make comparisons within the text. (2h)</b></p>  |

Each class has a dedicated reading area which includes a wide variety of books (including fiction and non-fiction) that span a range of reading difficulty. (These books may be divided into a “core” collection and a “revolving” collection. As with a library, the core collection is the permanent collection, available throughout the year. The revolving collection, on the other hand, changes every few terms, based on the topics to be studied in class at Merrydale we make use of the Leicestershire Library Services topic boxes to ensure that children have access to high quality topic inspired texts and books.) Each class will also have a ZPD on the spine of each reading book in class, so that the books in class are ready to be used with the accelerated reader scheme.

**‘Accelerated Reading’ at Merrydale Junior school**

At Merrydale we follow the accelerated reading system. Each day the children are given the opportunity to read an accelerated reader book, complete an on-line quiz and then swap the book they are reading. The on-line quizzes give regular feedback upon how well the children are doing. This opportunity is given in the first ten minutes of the day and encourages reading at home. The accelerated reader quizzes also provide teachers with data on performance for the children in their classes. This provides valuable insights when assessing reading. (Year 3 children do not start with Accelerated Reader, until they have been assessed to working at an appropriate level, and will follow the banded reading-scheme books.)

**Assessment of Reading**

Merrydale Junior School are part of the Discovery Schools Trust ‘Reading Moderation Collaborative Project’. As a result of this, we use the DSAT ‘Reading Teacher Assessment Frameworks for Reading’. These reflect the national, local and school developments in the assessment of reading. Accelerated Reader and PM Benchmarking are also used to gather additional assessment evidence.

End of Year 1 - Expectations Teacher Assessment Sheet  
Reading

|   |  |
|---|--|
| Name: _____   |  |
| <b>Working Towards the Expected Standard (pink to green PM 1-14 benchmark)</b>                        |  |
| 1.  | Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.* |
| 2.  | Read accurately <b>some</b> words of two or more syllables that contain the same GPCs.*                  |
| 3.  | Read <b>many</b> of the Year 1 common exception words.*  |
| 4.  | Read aloud <b>many</b> words accurately  |
| 5.  | Explain why they like a part of the story.   |
| <b>Working at the Expected Standard- In an age appropriate book (Orange &amp; Turquoise PM 15-18)</b> |  |
| 1.  | Read accurately <b>many</b> words of one or more syllables.  |
| 2.  | Read <b>most</b> of the Year 1 common exception words.*  |
| 3.  | Sound out some unfamiliar words accurately, without undue hesitation.                                    |
| 4.  | Check that I understand what I have read.  |
| 5.  | Answer questions and make simple inferences.*  |
| <b>Working at Greater Depth (purple-)</b>   |  |
| 1.  | Sound out many unfamiliar words accurately, without undue hesitation.                                    |
| 2.  | Make inferences.   |
| 3.  | Plausible predictions of what might happen on the basis of what has been read so far.                    |
| 4.  | Read some Year 2 common exception words.*  |
| 5.  | Read some of the year 2 words containing suffixes.*  |

\*Resources available

End of Year 3 Teacher Assessment Sheet - Reading

|   |   |
|---|---|
| Name: _____   |   |
| <b>Working Towards the Expected Standard</b>                        |   |
| 1.  | Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.*                |
| 2.  | Read accurately <b>some</b> words of two or more syllables that contain the same GPCs.*                                 |
| 3.  | Read <b>some</b> of the year 3 common exception words.*   |
| 4.  | Read aloud <b>many</b> words quickly and accurately without overt sounding and blending.*                               |
| 5.  | Sound out <b>many</b> unfamiliar words accurately of words up to 5 graphemes.*  |
| 6.  | Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me. |
| <b>Working at the Expected Standard- In an age appropriate book</b> |   |
| 1.  | Read accurately <b>most</b> words of two or more syllables.   |
| 2.  | Read <b>most</b> words containing common suffixes.*   |
| 3.  | Read <b>many</b> common of the year 3 exception words.*   |
| 4.  | Read words accurately and fluently without overt sounding and blending i.e. approximately 90 words per minute.          |
| 5.  | Sound out <b>most</b> unfamiliar words accurately, without undue hesitation.  |
| 6.  | To have knowledge of and explain the meaning of many tier 2 age appropriate words.*                                     |
| 7.  | Check that I understand what I have read by giving a summary in my own words.   |
| 8.  | Ask and answer questions and make inferences on the basis of what is being said and done.*                              |
| <b>Working at Greater Depth</b>                                     |   |
| 1.  | Make inferences on the basis of what is being said and done.*   |
| 2.  | Predict what might happen on the basis of what has been read so far.  |
| 3.  | Make links between the book I am reading and other books I have read.*  |

\* Resources available

## **Accelerated Reader Assessments**

The children of Merrydale will complete a star reader test each term through out the year. This provides Teachers with important data on progress. Each quiz the child completes also builds up a profile of information about the child's performance through out the reading year.

## **Rising Stars Tests**

As part of the Discovery Schools academy trust we complete 'Rising Stars' tests three times a year. This shows teachers, any gaps that children may have in their reading knowledge and skills. This is then addressed through the planning of guided reading sessions.

Interventions such as reading coaches, small group 'V.I.P.E.R.S.' sessions, the 'Literacy Box' guided reading resource, 'Talk Boost' and our phonics programme are all used as a result of teachers concerns, data and SEND issues raised.

## **Differentiation and Inclusion**

In accordance with the school's policies on SEND and Equality, all children are entitled to access reading at an appropriate level for their age and development. Activities are differentiated where possible both for the less able and more able. Differentiation is through resources used, the difficulty of the task, support given and outcome. Notice is taken of targets within a pupil's PPP. Provision is made, when necessary, for pupils to extend their experiences beyond that of the majority of the class - by providing further challenge.

The school's ethos on equal opportunities aims is to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. All pupils are expected to achieve the highest standards possible regardless of race, culture, gender or disability. Whenever possible materials and images used reflect a varied cultural dimension e.g. fruit from different cultures or learning about scientists from around the world. School staff are fully committed to ensuring all pupils regardless of their differences have the opportunity and support necessary to enable them to achieve their full educational and social potential.

## **Love of reading**

As a school we constantly seek to develop the love of reading. In order to do this we read exciting and engaging books to our children, suggest books for children to read (*e.g. 'Mr Corbett's Picks'*), celebrate a range of authors around the school (*'Amazing Authors' displays*), and support events such as the 'World Book Day'. We encourage children to read a diverse array of books through a termly book choice supported by a staff member. We are continually developing the library area and reading environments within our classrooms.

## **ROLE OF ADVISORY BOARD**

The purpose of the Advisory Board is to ensure the implementation of the National Curriculum and to review the policy. Additional meetings may be held to discuss English (Reading) priorities across the school and to gain an overview of the teaching and learning of English (Reading).

## **MONITORING OF POLICY**

We are aware of the need to monitor and update the school's Reading Policy on a regular basis, so that we can take account of improvements made in our practice and to changes in assessments, materials and government requirements. We will therefore review this policy at least once a year. The member of staff with responsibility for reading is the Deputy Headteacher – Antony Corbett (with additional support from Jez Smith, English Lead Practitioner).

Reading throughout the school, and how it reflects this policy, will also be reviewed throughout the school year in the following ways:

- *Advisory Board work scrutiny*
- *School Improvement Partner*
- *DSAT peer reviews*
- *SLT/staff work scrutiny*
- *KS2 internal moderation*
- *KS2 external moderation*
- *Moderation with other schools (both within DSAT and the school's city development group)*
- *Learning walks*

**REVIEW**

This Policy will be reviewed in September 2020 (or sooner, only if national legislation / policy demands it).

**Signed:** \_\_\_\_\_ **Date:**

**Chair of Advisory Board**

**Signed:** \_\_\_\_\_ **Date:**

**Headteacher**