

Reading Policy



“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

Approved by:	Governing Body
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ALL STAFF ARE RESPONSIBLE FOR DEVELOPING OUR WHOLE SCHOOL APPROACH TO READING. READING IS PRIORITISED AND AT THE HEART OF OUR CURRICULUM

RATIONALE

Many pupils arrive at Cornfields with reading skills significantly below age-related. This is often due to lack of engagement in their previous school/specific learning difficulties. As a result, we sometimes inherit pupils who are at the very early stages of reading instruction and who inevitably, have a very negative view of reading. We recognise that having a 'functional reading age' (age 8.0years+) is pivotal in enabling our pupils to access a broader and richer curriculum. We address social disadvantage by ensuring our pupils have every opportunity to achieve this 'functional reading age', thus improving life chances. On entry, many of our pupils have rapidly fallen behind their peers, therefore we act quickly to close the gap and work towards accelerated progress.

Reading and disadvantage *'By the final year of compulsory schooling, the reading skills of English pupils from disadvantaged backgrounds are on average two and a half years behind those from affluent homes.'* -The socio-economic gradient in teenagers' literacy skills (Jerrim-2012)

Educational impacts on reading *'Reading for pleasure is more important for pupils's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.'* -Social inequalities in cognitive scores at age 16: The role of reading (Sullivan and Brown-2013)

Health and wellbeing impacts of reading *'Literacy has been found to have a relationship with depression:36% of those with low literacy were found to have depressive symptoms,'* -UK Survey of Adult Skills (OECD-2013)

We aim for all our pupils, regardless of their difficulties/barriers to learning, to achieve a reading age of at least 8.0 years - many of our pupils will exceed this. Our intent is for all pupils to read at an age-appropriate level through rigorous and sequential assessments so that new knowledge and skills build on what has been taught before and retained. These assessments identify barriers to learning and gaps. From this starting point we implement a bespoke programme, using high quality multi-sensory/dyslexia friendly resources. Weaknesses are addressed quickly so that potential can be unlocked. Pupils are encouraged to adopt a problem-solving mindset and in doing so, build resilience and independence.

ASSESSMENT FIRST

Assessment is an imperative part of reading instruction at Cornfields, as it determines whether or not the goals of education are being met. Assessment affects decisions about planning, intervention, resourcing and tracking progress. Assessment inspires us to ask the hard questions: "Are we teaching what we think we are teaching?" "Are pupils learning what they are supposed to be learning?" "Is there a way to teach Reading more effectively/differently, thereby promoting better learning?"

On entry all pupils are assessed using the PM Benchmark Kit. This is designed to explicitly assess students' instructional and independent reading levels, using accurately levelled fiction and non-fiction texts. The Running Record gives an invaluable insight into existing skills, knowledge, strategies and comprehension. The PM Assessment tool also dovetails with book bands for guided/individual reading and is designed to provide reliable levelling information from emergent levels through to reading age 12. Through this in-depth assessment process we can also identify any potential specific learning difficulties/speech and language difficulties.

Alongside the PM Benchmark assessment, pupils at or below Purple Level (Year 2 Standards) will undergo an in-depth assessment of their skills and knowledge in relation to 'Letters and Sounds'. Each pupil will have an individual record book to record ongoing progress. Pupils will make use of the many multi-sensory/dyslexia friendly phonics resources and methods supplied/delivered by The Reading Doctor. Our individualised assessment and teaching of phonics correlates directly with 'Letters and Sounds' and provides a sharp focus to enable us to sort out any confusions, target gaps in learning and evaluate impact. PM Benchmark running records are carried out by a specialist teacher (The Reading Doctor). Barriers to learning are identified in order to implement tailor-made programmes with appropriate coverage, content, structure and sequencing, to unlock the potential of our struggling readers.

1:1 Readers (Yr.2 Standards and below)

- Ongoing assessments during reading sessions
- Termly assessments of high frequency words and phonic checks
- Phonic Screening
- Comprehension checks

Group Readers (Yr.3 Standards and above)

- Ongoing assessments during reading sessions
- Termly assessments of high frequency words and phonic checks
- Comprehension checks

Monitoring and evaluation

- English subject leader and SLT analyse.
- Planning for reading is amended according to identified areas of weakness.
- Progress in intervention programs monitored each term.
- Targeted support provided to specific groups linked to analysis of performance data.
- Subject Leader monitors planning, quality of teaching and learning and assessments.
- Class teachers monitor pupil's reading records.
- Reading lesson observations.
- Initial Placement tests for new pupils

AIMS

Cornfields School aims to develop literate pupils who:

- Read for pleasure
- Develop a critical appreciation of the work of authors, poets and Illustrators in order to emulate these skills in their own writing
- Have the skills and strategies necessary to become competent and fluent readers
- Read to acquire knowledge
- Read a wide range of quality texts
- Make close links between reading and writing
- Read fluently with confidence
- Read to develop vocabulary
- Select own choice of texts
- Read in all subjects
- Develop research skills, using library, class and ICT based texts.
- Care for and want to own books

PROGRESSION OF SKILLS AND KNOWLEDGE THROUGH THE BOOKBANDS

Pink book band (Reading age 5.0) – For pupils just starting to read. They are getting used to reading from left to right and matching spoken words to written words. Usually no more than 10 pages with up to 5 words on a page. Pink is Working towards Year 1 Standards of the National Curriculum and aligned to Phase 2 Letters and Sounds

Red book band (Reading age 5.3) - Pupils gain a little more confidence and may know some words by sight. Usually no more than 15 pages with 1 sentence per page. Working within Year 1 Standards of the National Curriculum Aligned approximately with Phase 3 Letters and Sounds

Yellow book band (Reading age 5.6) – Pupils are beginning to read more varied sentence structures and taking some note of punctuation. Usually no more than 15 pages with 1 or 2 sentences per page. Working within Year 1 Standards of the National Curriculum and aligned with Phases 3/ 4 of Letters and Sounds

Blue book band (Reading age 5.9) – Pupils are becoming more confident at reading longer and more varied sentences. Usually no more than 15 pages with 2 or 3 sentences per page. Working within Year 1 Standards of the National Curriculum and aligned with Phases 4/ 5 of Letters and Sounds

Green book band (Reading age 6.2)– Pupils are starting to read quite fluently and

take note of punctuation. Usually about 20 pages with 3 or 4 sentences per page. Working within Year 1 Standards of the National Curriculum Aligned with Phase 5 of Letters and Sounds

Orange book band (Reading age 6.5-7.0) – Pupils are starting to read longer and more complex sentences and can understand a range of punctuation. Usually about 20 pages with 4 or 5 sentences per page. Working within Year 2 Standards and aligned with Phases 5 of Letters and Sounds

Turquoise book band (Reading age 7.0-7.5) – Pupils can read complex sentences fairly fluently, taking note of punctuation. They use expression and do not rely on illustrations to help them. Usually about 20 pages with 4 or 5 sentences per page. Working within Year 2 Standards of the National Curriculum. Aligned with Phases 5/ 6 of Letters and Sounds

Purple book band (Reading age 7.5-8.0) – Pupils might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page. Working at Year 2 Standards of the National Curriculum and aligned with Phase 6 of Letters and Sounds.

Gold book band (Reading age 8.0-8.5) – Pupils might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page. Working within Year 3 Standards of the National Curriculum and aligned with Phase 6 of Letters and Sounds

White/Silver band (Reading age 8.5-9.0) Books might have chapters. pupils will read silently most of the time. Pupils are interested in longer texts which they can return to easily after a break. Usually no more than 30 pages and about 10 sentences per page. Working within Year 4 Standards. Letters and Sounds Phases cease to be relevant

Lime book band (Reading age 9.0-10.0) – Books might have chapters. pupils will read silently most of the time. They are interested in longer texts which they can return to easily after a break. Usually more than 30 pages. Working within Year 5 Standards of the National Curriculum

Brown/Ruby book band (Reading age 10.0-11.0)- Year 6 standards of the National Curriculum **AND Grey/Sapphire book band (11.0-12.0)** - Year 6 embedded of the National Curriculum Book might have chapters. Pupils read silently with confidence and perseverance. A wide variety of longer, demanding texts, usually

with around 30 - 50 pages.

The Programmes of Study for Reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension

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

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. 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 beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

National Curriculum for England 2014

Reading in Key Stages 3 and 4 follow the National Curriculum Programme of Study for English:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

As reading is at the core of accessing all areas of the curriculum, it is essential that at Cornfields, focused and dedicated time is given to the teaching of reading. Reading is promoted as an independent, problem-solving activity where adults prompt rather than tell. Our assessment and teaching ensure pupils learn at pace, ensuring academic

understanding.

HOW WE TEACH READING –

We use a variety of high-quality reading schemes that adhere to the colour book banding system. This allows pupils to be flexible in their approach -reading a variety of genres across different publishers. It also provides us with an accurate tracking system and assessment tool for measuring impact. It enables the evaluation of pupils' knowledge and skills against those expectations for each colour band and National Curriculum standards, as these are made explicit in The Reading Doctor support materials. The texts we use provide opportunities for speaking, listening and writing and connect closely to pupils' phonics knowledge. Our systems, methods and resources facilitate reciprocal links between reading and writing and ensure all pupils have every opportunity to gain the phonics knowledge and language comprehension necessary to read for meaning and the skills to communicate, giving them the foundations for future learning and better outcomes in life.

No pupil gets left behind. At Cornfields School we teach reading through a combination of approaches:

One- to-one Reading intervention- for pupils at/below Year 2 Standards:

This is carried out/overseen by The Reading Doctor. A variety of schemes are used to ensure the needs/interests of the pupils are met. The teacher uses the in-depth PM Benchmark Reading Assessment as a starting point. Any gaps in learning, negative attitude towards Reading and barriers are addressed.

Guided Reading - for pupils at/above Year 3 standards:

This is for pupils on Gold Level (Year 3 Standards) and above- Using Pearsons dyslexia friendly, high interest, lower ability, Rapid Reader books. These are an ideal 'next step' for emerging out of one-to one support. The scheme allows for opportunities to develop reading skills such as sophisticated decoding and inferential comprehension. There are also opportunities to improve vocabulary, spelling, punctuation and grammar.

Shared Reading:

Shared reading is a whole class activity using a common text. Across key stages, teachers will focus on comprehension of the text, the layout, purpose, structure and organisation. Particular aspects of spelling, grammar and punctuation work may provide an additional focus, depending on the objectives being worked on at that time.

Individual Reading:

This is carried out in our daily reading sessions. Pupils are encouraged to choose an independent reading text from a wide variety of genres. Pupils record the date, title and page number in their Reading Record Books. Comments by adults are directly linked to the skills/knowledge for each colour book band criteria. These comments are informative, positive and identify next steps. A copy of the skills and knowledge for each book band is attached to pupils' individual reading records. National Curriculum 'I can...' stickers are also placed in the Reading Records when a pupil is secure with a particular standard. The combination of comments and stickers provides an accurate judgement of each pupil's current reading ability.

Paired Reading

Pupils work in pairs; they may be of the same age or from different year groups. The emphasis during these sessions is on reading for enjoyment and the developing the ability to respond appropriately to a text.

Performance Reading:

This will come from reading a performance poem, a play script or text which provides a stimulus for drama activities e.g. reading a performance poem and acting it out.

Modelling Reading:

Access to novels, newspapers, recipe books, instruction manuals, poetry, forms, greetings cards and textbooks allow daily opportunities for pupils to hear and see adults read. Teachers model reading to students to motivate pupils to read a wide

range of texts themselves. It also helps them to extend their vocabulary. Reading is promoted as a life skill and this is made explicit as adults give many examples of the importance of reading in everyday life.

Pupils:

- develop an understanding of story structures
- make connections between print elements
- have high levels of understanding
- understand the reading process in a meaningful context
- hear fluency
- ask/answer questions about texts
- have 'next steps' in learning identified through robust assessment processes
- read carefully selected texts to match their reading level, learning style and interests

TEACHING SEQUENCE

Book Introduction

This provides the context for the reading. The teacher will activate prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

Strategy Check

Just prior to independent reading the teacher guides the pupils to focus on and apply key strategies while reading independently.

Independent Reading

Pupils will read independently, whilst the teacher gives focused attention to support, prompt, monitor and assess individuals as they read.

Returning to the Text

The teacher asks questions, promotes discussion and interacts with the pupils to extend their thinking and develop their responses to the text.

TEACHER PROMPTS

Reading prompts are strategies that Pupils learn to use in order to help them read and make sense of words that are challenging or unfamiliar. For successful readers these prompts become second nature and an integral part of their reading skills toolkit. Less successful readers need encouragement to use reading prompts whenever they read. By reinforcing the importance of the reading prompts, we can help readers to feel more confident and ultimately more independent when accessing a text. They develop a problem-solving approach and are taught how to become resilient and cope with setbacks.

Adult talk is positive. It values, praises and promotes positive reader behaviour. Teachers use prompts, such as:

- *Were there enough/too many words? (one spoken word to one printed word)*
- *Check it. Does it make sense and sound right to you? (meaning)*
- *You said___ Does that look right? (graphophonic)*
- *Try that again and get your mouth ready to start the tricky word. (graphophonic)*
- *You made a mistake. Can you find it? (self-correction)*
- *How did you know you were right? (self-monitoring)*
- *Do we say_____? (language structure)*
- *I liked the way you went back to the beginning of the sentence when you realised you had made a mistake. (self-monitoring/authentic praise for self-belief/risk taking)*

PLANNING

Teachers plan using a range of texts for whole class teaching from the 2014 National Curriculum in England.

- Objectives are taken from The 2014 National Curriculum and used as success criteria to inform assessment
- Planning identifies links with other curriculum areas, computing opportunities and opportunities to teach spelling, punctuation and grammar within the unit.
- The Reading Intervention Teacher plans a bespoke program for those at the very early stages of Reading Intervention
- The Guided/Group Reading Teacher follows the plans laid out in the Pearsons Rapid Reader teacher handbook.

READING STRATEGIES

To establish a common approach throughout the school, the pupils will learn phrases to help them remember key reading strategies. Picture cards will be displayed and used as prompts.

BOOK CHOICE

There are 3 'levels' of reading.

- **Independent level** (95% + accuracy): The level at which the child can understand all of the text and all of the words. Here the child is reading for pleasure.
- **Instructional level** (90-95% accuracy): This is the level at which the child is learning how to read without losing comprehension. This is the level that the child should be reading when sharing a book with an adult. The adult can support the child with a variety of strategies to improve and become more fluent.
- **Frustration level** (less than 90% accuracy): At this level, comprehension and fluency are lost and errors become too many to correct and support effectively.

Reading books should be selected that are 'instructional'. At this level the child should be able to read and understand about 9 out of 10 of the words without difficulty.

Story time is a special time without the need for technology. Pupils in all classes listen to stories read by the teacher. Cornfields has an attractive reading area where pupils can select and read high quality literature, across a range of genres, which captures and motivates the desire to learn to read.

INDEPENDENT FROM THE START

To get the pupils into good reading habits, they are encouraged from the outset to use positive reader behaviours:

- To take out their book ready for reading
- To select books which capture their interests
- To hold the book independently
- To turn the pages independently
- To follow the words with their own finger

Reading, writing and speaking are taught as reciprocal. Pupils at Cornfields are taught to make connections to writing when reading. Opportunities are taken to rehearse writing, spelling, letter formation etc. during guided, shared and individual reading sessions.

In order to support and enhance pupils' reading skills, it is essential that teachers across the curriculum provide opportunities for learners to do the following:

- read and engage with a variety of different texts both in print and on screen
- learn how to sift and select information appropriate to the task
- follow up their interests and read texts of varying lengths
- question and challenge printed information and views
- Use reading to research and investigate.

READING ACTIVITIES

Pupils will have the opportunities to:

- Use reading to research the subject area
- Use the library and ICT to support subject learning
- Be as independent as possible through reading to learn
- Read for pleasure
- Read a range of non-fiction text types
- Read texts in different media
- Read narratives of events
- To locate and retrieve information
- To select and make notes from a text
- To use a range of reading skills such as skimming, scanning, reading for meaning
- To read fiction texts which will support their learning in a subject area

APPROACHES

Teachers will aim to:

- facilitate reading development through their subject
- present reading tasks at a suitable level
- draw pupils' attention to structure, layout, format, print and other signposts
- help pupils to skim, scan or read intensively according to the task
- teach pupils to select or note only what is relevant
- help pupils to question, challenge and recognise bias in a range of texts
- support pupils who are at the early stages of reading
- teach pupils to read identified subject vocabulary

MATERIALS

Pupils will be provided with:

- a range of ability matched materials to support the subject topic
- texts at appropriate readability levels which cater for the range of pupils' reading needs
- materials reflecting a balance of culture and gender
- materials which are up-to-date and attractive
- resources / reference materials which enable all pupils to be independent
- many materials used are dyslexia friendly

STRATEGIES FOR SUPPORTING READING IN THE CLASSROOM

Pre-read the selected text: This is essential in enabling you to spot any problems that your pupils may have accessing the text. Is the text suitable for all your pupils? What are the issues? (Vocabulary, layout, density of text, etc.)

Give regular reminders: During any reading activities, remind your pupils about the reading prompts and strategies they can use to access the text.

Create a context: When we read any new text we use our prior knowledge from the texts we have already read and the world around us to help us to make sense of the information. By creating a context using group discussion, diagrams, charts and summaries you help to support learners with limited prior knowledge and experience of reading a wide range of texts.

Model reading skills: This is a crucial strategy and helps to make the skills of effective readers explicit. Modelling reading demystifies the reading process. When modelling reading, share with your pupils what you are doing and thinking as you read. Explore the key features of the text. What do you notice about the text? Is it written in a particular style? What kind of text is it? (Instructional, descriptive, evaluative, etc.) Share the reading strategies you are using. What do *you* do when something does not make sense or you meet a new word or phrase?

Check pupils' understanding through questioning: It is essential to check that all your pupils understand what they are reading. Try to use a range of questions to

check the level of comprehension. What is the text about? What do we learn from reading the text? How can we relate the information in this text to others we have previously read?

Never underestimate the power of talk: Effective collaboration/talk and questioning are essential strategies to help pupils engage with texts. Give pupils opportunities to talk to each other about what they have read.

Provide a range of reading opportunities: In order to widen the reading repertoire, it is essential that we provide opportunities for pupils to read a variety of different texts both in print and on screen.

Check the presentation of your own resources: This is particularly important for struggling readers and pupils with dyslexia.

Consider the following when presenting text:

- Use short sentences where possible.
- Use clear, dyslexia friendly fonts.
- Select font size 12 or 14.
- Leave spaces between lines.
- Bulleted or numbered points are easier to interpret
- Use headings and sub-headings.
- Use bold font to highlight words (italics and underlining can make words run together).
- Print on pastel-coloured paper, e.g. cream.
- Avoid light text on dark backgrounds.

(Additional information on supporting pupils with dyslexia can be found on the British Dyslexia Association website: www.bdadyslexia.org.uk)

Provide glossaries/displays: Glossaries and displays provide useful support for unfamiliar vocabulary and key words. Try to include a visual representation alongside the selected word definition and provide a context for using the word, e.g. within a sentence.

LINKS WITH PARENTS/CARERS/COMMUNITY

Home school links play an important role in reading success. At Cornfields We provide:

- Letters to parents on guidance for reading at home.
- Book folders, so pupils can take pride in and care for their books.
- Reading record sheets to note down reading at home and for teachers to write in.
- Access to the online reading program 'readingeggs.com'.

At Cornfields, we welcome, train and support reading volunteers from the community, to work with our pupils. We aim to match pupils and volunteers who share certain skills/interests. The consistency in the assessment, teaching and tracking across the school ensure that pupils feel that they belong to a community.

DRAMA AND READING

Drama techniques are used to enhance the teaching of reading. These include role-play, hot seating, improvisation and group performance to:

- Explore familiar themes and characters.
- Consider character, motive and story development.
- Respond to issues and dilemmas.
- Consider alternative courses of action.
- Empathise with characters and situations.
- Analyse, discuss and review a variety of texts.

DIFFERENTIATION-Differentiation is planned by:

- guided reading ability groups
- organisation of pupils e.g. for paired reading
- selection of texts
- use of additional adults
- planning for differentiated outcomes
- intervention groups/individuals
- time allowed for tasks

ADDITIONAL SUPPORT

- Performance of specific groups is monitored
- Whole class planning addresses specific needs e.g.:choice of texts to motivate both boys and girls. differentiated questioning to challenge gifted and talented and draws upon different cultural experiences
- Targeted support is provided for specific underachieving groups

Texts are chosen to:

- engage reluctant readers
- reflect multi-cultural society
- provide positive role models
- provide high interest but low skills

Dyslexia

- dyslexia friendly books
- coloured overlays
- time to process
- dyslexia friendly phonics resources

Equal Opportunities

All pupils at Cornfields have equal access to the curriculum regardless of their ethnicity, gender, disability or ability. No child gets left behind in terms of reading... We aim for all our pupils to leave us with at least a 'functional reading age' (age 8.0 years) thus preparing them for life as citizens in modern Britain.

**"If children are unable to learn, we should assume that we have not as yet found the right way to teach them"
(Marie Clay-Founder of Reading Recovery)**