



# **The Walter Halls School**

## **Reading Policy**

**Policy date: 2021/22**

**Review date: 2023/24**

### **The Intent of our Reading Curriculum**

At Walter Halls, we understand that reading is a vital skill that will support children's learning across the whole curriculum and is the key for every child to reach their full potential. Above all, we want the children in our school to become enthusiastic,

independent and reflective readers. For this reason, reading is a priority in all classes and we strive to embed a culture of reading into the core of what we do.

It is our intention to ensure that, by the time our children leave us, all pupils are able to read fluently and with confidence in any subject. We understand the key link between reading and effective **communication**- one of our key curriculum drivers. A significant number of our children enter Foundation Stage with speaking and listening skills that are below chronological expectations and therefore we use vocabulary-rich reading material to support with this development. Through building up the children's vocabulary it gives them the word power they need to become successful speakers and writers as well as confident readers.

Reading also provides children with a world of **possibilities**- the other of our key curriculum drivers. It opens them up to a better knowledge of themselves and the world around them and helps them to be celebrate diversity and represent the Walter Halls values. We have therefore mapped out our reading curriculum and a whole-school reading spine to ensure that all pupils read widely across both fiction, poetry and non-fiction to develop these skills.

## Implementation- How is the subject taught?

### Early reading acquisition and phonics

Our school follows the Read Write Inc (RWI) phonics programme.

#### FS1

From Spring 1, some children have 4 phonics sessions a week where they are taught a sound a day following the RWI format. They move towards blending sounds as they become more familiar with them. Other children will participate in listening and sound games and be taught to make links with letters through continuous provision and adult led activities.

#### FS2

All children will participate in a 20 minutes daily phonics RWI lesson. After being 1:1 assessed at the end of the Autumn Term, children will be placed into groups according to their ability to decode single sounds, segment CVC words and then segment and blend. These groups will be taught by adults across F2 and movement across groups is fluid as well as the regular 1:1 assessments.

#### KS1

Continuing to be regularly 1:1 assessed using both the RWI and phonics practice screening checks, KS1 children have daily 30 minutes phonics lessons following the reading and comprehension elements of the RWI programme. A large part of this is based on; well-paced recap of previously taught sounds and words, reciprocal reading, reading for meaning, comprehension and spellings. Once children have completed the programme they are placed in a Reading Comprehension group which teaches Greater Depth skills in reading for Year 2.

We have developed elements from the Read Write Inc phonics which runs from F1 through to Year 2, which is also used in Years 3 and 4 for children that still require it. We have adapted and changed the programme to tailor reading activities that best suit the needs of our cohort.

### RWI Revised timetable

2 books a week

Day 1	Day 2	Day 3 (same as day 1 with new book)	Day 4 (same as day 2)	Day 5
Practise set 2 and 3 vowel sounds	Practise set 2 and 3 vowel sounds-polysyllabic words	Practise set 2 and 3 vowel sounds	Practise set 2 and 3 vowel sounds-polysyllabic words	
RA1: Practise reading the speed sounds	RA 5: Read the story	RA1: Practise reading the speed sounds	RA 5: Read the story	Spelling test Based on red words- 8 spellings- in jotters
RA2: Read the green, red and challenge words	VA1: Recap/ summarise the story	RA2: Read the green, red and challenge words	VA1: Recap/ summarise the story	Hold a sentence- from Get writing books
RA3: Listen to the story introduction	RA6: Discuss the 'questions to talk about' (2 together)	RA3: Listen to the story introduction	RA6: Discuss the 'questions to talk about' (2 together)	Punctuation thief from Get writing books
RA4 : Discuss the vocabulary check	RA8: Complete some of the answers to 'read and answer'	RA4 : Discuss the vocabulary check	RA8: Complete some of the answers to 'read and answer'	Build a sentence
RA5: Read the story	WA1:	RA5: Read the story	WA1:	

	Fred fingers -green words		Fred fingers -green words	
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## Entering KS2-Early Reading and Phonics

Children who are unable to achieve the phonics expected standard at the end of Year 2 will proceed to reading intervention support in Year 3. Phonics is continued in KS2 for those who need it including application practise with decodable reading books.

## Key Stage Two

In Key Stage 2, classes partake in a daily shared reading session. Teachers use this to introduce pupils to a range of genres and to teach a wide range of techniques and skills which enable children to comprehend the meaning of what they read. We do recognise that reading is a highly interconnected subject, so teachers, therefore, consider links between areas of reading in their planning across the curriculum.

We use the eight domains stated in the National Curriculum:

- Give/explain the meaning of words in context (**Word meaning**)
- Retrieval and record information (**Retrieval**)
- Summarise main ideas from more than one paragraph (**Summarising**)
- Make inferences from the text (**Inference**)
- Predict what might happen from details stated and implied (**Prediction**)
- Identify/explain how information/narrative content is related and contributes to meaning as a whole (**Making connections**)
- identify / explain how meaning is enhanced through choice of words and phrases (**Author's word choice**)
- make comparisons within the text (**Comparisons**)

One text is chosen and studied throughout the week, with three days of activities carefully planned. Two of these days always focus on retrieval and inference style activities, then the other day focusses on one of the other assessment foci. The Monday and the Friday activities are linked to our class novel. The Key Stage 2 weekly timetable for reading looks as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
Class novel activity	Retrieval activity (new text)	Inference activity (same text as yesterday)	Activity linked to different assessment foci (same text as previous 2 days)	Class novel activity



This lesson is a whole class activity which is used in Key Stage Two. It typically takes place during 'reading' lessons although opportunities should be taken to make connections in other curriculum subjects. During whole class guided reading, the children access a text which will be challenging to them individually as they are supported. The teacher should model the reading skills, strategies and recognition of words appropriate to NC expectations for their year group. Teachers should also 'think aloud', modelling their thought process and how they have reached conclusions. Discussion should help the children to reach a deeper understanding of the text. Whole class guided reading should have a specific focus and all abilities should be included in discussions by differentiated questions.

We use a variety of activities in our shared reading sessions. We have a bank of key question openers for each of the assessment foci to help with the phrasing of the questions that are being asked. We have also developed 'reading menus' to show different ways that we can challenge children against the strands. There are examples of these below:

<b>'Comparison' key question openers</b>	<b>Word meaning/authors word choice key question openers</b>
How do these comparisons help the reader to _____? Explain how the descriptions of _____ support the idea that _____? 3 marks How does _____'s mood change / What makes _____'s mood change / How do you know _____'s mood has changed? What do you think will happen next? Use evidence in the text/ from the paragraph to support your prediction	*Find and copy a word meaning _____ **Which word closely matches the meaning of the word _____. Tick one *Find and copy a word which suggests _____ *Give 2 impressions this gives you of the _____ Explain what this description suggests about _____ Why was he/she (triumphant) - Needing to know the vocabulary to answer the question *What does the word _____ suggest/tell you about _____ *Find and copy a group of words/phrase that tells you _____ Find and copy one word that tells you _____ / Find and copy one word or groups of words that shows _____ Give the meaning of the word _____ in this sentence / What does the word _____ mean in this sentence? *Find and copy two different words from the sentence that show _____ *How is the _____ made to seem _____ (3 marks) Explain 2 ways giving evidence from the text to support your answer *In this sentence/line, the word _____ is closest in meaning to (multiple choice) How do these words make the reader feel about _____? Explain two things that the word _____ suggests about _____ Find and copy 4 words which suggest (e.g.) danger
<b>'Prediction' key question openers</b>	
What do you think will happen next? Use evidence in the text/ from the paragraph to support your prediction Do you think x, y or z will happen (3 marks) Explain your choice fully, using evidence from the text	
<b>'Summarising' key question openers</b>	
Which of the following would be a suitable title/summary of the whole text? What is the main message of the poem/story? Order these things in the order they appear in the text *Fact vs. Opinion	
<b>'Purpose' key question openers</b>	
Draw lines to match lines with purpose (setting, action, lesson, past events) Why has the author used _____ (key structural feature/layout feature)	

### Menu for teaching retrieval

How

Anticipation guide	Good for activating prior knowledge before reading non-fiction. Children are given a list of statements and asked whether they are true or false. After reading the text, they re-visit this once they have retrieved the facts and check if they were correct or not. These can be used in other subjects such as Science, Humanities and Maths too.	 <p>What do I know about space?</p> <table border="1"> <thead> <tr> <th>Questions</th> <th>Yes/No</th> <th>Why?</th> </tr> </thead> <tbody> <tr> <td>The sun is a planet.</td> <td></td> <td></td> </tr> <tr> <td>There are nine planets that orbit the sun.</td> <td></td> <td></td> </tr> <tr> <td>The Earth is the only planet with life.</td> <td></td> <td></td> </tr> <tr> <td>The Milky Way is a galaxy.</td> <td></td> <td></td> </tr> <tr> <td>We need the sun to survive on Earth.</td> <td></td> <td></td> </tr> <tr> <td>The moon has a flat surface.</td> <td></td> <td></td> </tr> <tr> <td>The earth orbits around the sun.</td> <td></td> <td></td> </tr> <tr> <td> Jupiter is the smallest planet.</td> <td></td> <td></td> </tr> <tr> <td>The moon always looks the same in the sky.</td> <td></td> <td></td> </tr> <tr> <td>A constellation is a picture formed by stars in the sky.</td> <td></td> <td></td> </tr> </tbody> </table>	Questions	Yes/No	Why?	The sun is a planet.			There are nine planets that orbit the sun.			The Earth is the only planet with life.			The Milky Way is a galaxy.			We need the sun to survive on Earth.			The moon has a flat surface.			The earth orbits around the sun.			Jupiter is the smallest planet.			The moon always looks the same in the sky.			A constellation is a picture formed by stars in the sky.		
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Highlight the facts	Children highlight a text to show where the facts come from. E.g. What does a giraffe look like? (Text would highlight parts linked to appearance)																																		
Give me five	Children write five facts they have learnt from a text on a hand template. They must write the facts in their own words - not copied from the text. An extension of this could be more specific - give me five facts about the planet Venus.																																		
Find and copy	Find and copy means lifting a word, a phrase or a sentence from a text. Find and copy for retrieval of facts could look like this - Find and copy a group of words from the text that shows us evacuees were well looked after.																																		
If This Is The Answer, What Is The Question?	A good activity to make retrieval a bit more interesting (and can also be used for inference when children are more used to the activity). Consider the questions you would normally ask the children to get them to retrieve, then give them the list of answers instead. Model through how to structure the question and then get them to find and construct the questions for all the answers. This deepens scanning and skimming skills as well as really deepening the understanding of exactly what is being asked in certain questions.																																		

do we

### ensure progression of skills?

Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. The children are helped to read with a storyteller's voice.

Early identification of specific next steps are established quickly and reviewed constantly to ensure children are receiving targeted and well-matched provision.

### Children who are below age-related expectations

At Walter Halls, we are determined that every pupil will learn to read, regardless of their background, needs or abilities. As a result, we recognise the importance of supporting the children who are below age-related expectations. The lowest 20% of readers are identified in each class and are heard regularly by an adult in school. This is made a priority by staff and a running-record of these is kept so that they can ensure no child misses out. The lowest 20% of readers also take part in small group, targeted intervention sessions to ensure that these children also become confident, fluent readers. The lowest 20% are reviewed every half-term, and may change, depending on progress. To help them access the shared reading session in Key Stage 2, pre-teach sessions take place, where children are exposed to the weekly text early and some of the language they will need

for the week is explained to them in preparation for the class sessions. Children who are unable to achieve the phonics expected standard at the end of Year 2 will proceed to reading intervention support in Year 3. Phonics is continuous throughout school, including for children in KS2, with access to application practise with decodable reading books.

### What will you see in each year group?

<b><u>Nursery</u></b> <ul style="list-style-type: none"> <li>• 4 RWI phonics sessions a week with a new sound taught each day.</li> <li>• Listening and sound games.</li> <li>• Children retell familiar stories</li> <li>• Adult shared story daily</li> <li>• Learning based on core studies</li> <li>• Retelling stories with puppets, masks and drama</li> <li>• Pre-reading skills</li> <li>• Complete missing words from songs and rhymes</li> <li>• Innovate from familiar stories</li> </ul>	<b><u>F2</u></b> <ul style="list-style-type: none"> <li>• Daily 20mins phonics lessons for all children</li> <li>• Introduction to Woodland Words, high frequency words that become sight words.</li> <li>• PM benchmarking ½ termly or when needed</li> <li>• Weekly Woodland reading check</li> <li>• 1:1 reading with key group leader at least once a week</li> <li>• Extra reading for PP children and bottom 20% children</li> <li>• Woodland Word 1-4 interventions throughout the year for targeted children</li> </ul>	<b><u>Year 1</u></b> <ul style="list-style-type: none"> <li>• . Daily 30mins phonics lessons for all children</li> <li>• Teaching and assessment of Woodland Words</li> <li>• PM benchmarking half termly</li> <li>• Regular reading for those who are behind.</li> <li>• Small group support for blending CVC words 4 times a week bottom 20%</li> <li>• Targeted skills support during continuous provision</li> <li>• Daily practice of Woodland Words leading into Year 1 common exception words</li> </ul>	<b><u>Year 2</u></b> <ul style="list-style-type: none"> <li>• Daily 30mins phonics lessons for all children.</li> <li>• Catch-up phonics sessions for children who will resit the year 1 PSC</li> <li>• Phonics Blast twice a week for all children to keep revising sounds and apply to polysyllabic words</li> <li>• Teaching and assessment of Woodland words</li> <li>• Half-termly PM benchmarking</li> </ul> <p>Regular 1:1 reading for those who are behind</p>
<b><u>Year 3</u></b> <ul style="list-style-type: none"> <li>• Regular reading for those who are behind</li> <li>• Daily shared reading which includes fluency activities and focuses upon one of the National Curriculum domains</li> <li>• Daily reading of the class book</li> <li>• PM benchmarked (for those that still require it)</li> <li>• Daily phonics session (to start reading lesson)</li> <li>• Afternoon phonics catch up sessions for those that require extra support</li> </ul>	<b><u>Year 4</u></b> <ul style="list-style-type: none"> <li>• Regular reading for those who are behind</li> <li>• Daily shared reading which includes fluency activities and focuses upon one of the National Curriculum domains</li> <li>• Daily reading of the class book</li> <li>• PM benchmarked (for those that still require it)</li> <li>• Afternoon phonics catch up sessions for those that require extra support</li> </ul>	<b><u>Year 5</u></b> <ul style="list-style-type: none"> <li>• Regular reading for those who are behind</li> <li>• Daily shared reading which includes fluency activities and focuses upon one of the National Curriculum domains</li> <li>• Daily reading of the class book</li> <li>• PM benchmarked (for those that still require it)</li> <li>• Afternoon phonics catch up sessions for those that require extra support</li> </ul>	<b><u>Year 6</u></b> <ul style="list-style-type: none"> <li>• Regular reading for those who are behind</li> <li>• Daily shared reading which includes fluency activities and focuses upon one of the National Curriculum domains</li> <li>• Daily reading of the class book</li> <li>• Daily morning booster group (8.30-9)</li> <li>• 2 x after school booster comprehension groups</li> <li>• PM benchmarked (for those that still require it)</li> </ul>

### How is the content chosen?

At Walter Halls, we think it is important to make connections between the subjects that we learn, to build upon and strengthen children's knowledge. Each half term, we chose a subject driver, which could be a history, geography or science topic, and then carefully select texts that compliment and enhance the learning within these topics. We are building a carefully mapped out 'reading spine' to show the texts that each year group will cover in class each half term. For two half terms a year, all learning in a year groups focuses around a book theme. By doing this, we are exposing our children to a wide range of authors, books and genres whilst also promoting a love of reading. All of our wider curriculum content is then woven in through the themes of the book. Here is an example of the reading spine for coverage in Year 6 for the Autumn 2 half term:



## Reading for Pleasure

### The Learning Environment

We recognise that school is often a child's first encounter with the written form in the wider world and that print gives meaning. Displaying signs and symbols in the Early Years gives children the opportunity to read for meaning and interact with their learning environment.

Classrooms and all school areas should provide a print rich environment to promote the importance of reading. Reading displays should form a part of that environment. All classrooms have well-stocked book areas with fiction and non-fiction titles. Care is taken to ensure that a wide range of texts is available in terms of content, form and genre, e.g. texts which are accessible and challenging, texts which show cultural diversity and avoid stereotyping of race, gender and class. The learning environment should also promote reading in an engaging way. There should be an abundance of vocabulary for the children to access. Lower down the school, the classrooms have displays with graphemes to support the teaching of phonics. In addition, pupils are made aware of the importance of print both inside and outside the classroom through the use of inter-active displays, notices, charts, posters, advertisements, signs, etc.

The class book should also be promoted widely in the classroom as well as books and titles that the teacher has enjoyed/is currently reading- we understand the importance of 'teachers as readers' and being role models with our love and enjoyment of books.

### Literacy calendar

Throughout the year, significant reading events are celebrated and promoted across school. These include World Book Day and National Poetry Week and displays can be seen around school, promoting our enjoyment of these days and the work that the children have produced.

### Reading Ambassadors

Reading Ambassadors are a new initiative that we have introduced to have children in Upper Key Stage Two to become 'reading role models'. These are children who have applied for the position because they are passionate about reading. Their roles will include:

- Being a reading buddy
- Reading and reviewing new books before they go into the library
- Visiting book shops and choosing books
- Working in our library
- Advertising for good quality books from homes
- Speaking in assembly and to visitors
- Collecting and analysing class data
- Organising and sorting books
- Promoting reading in 'The Reading Garden'

### **Library**

We have over 1,000 up-to-date children's books in our library, both fiction and non-fiction and covering a wide range of interests and reading abilities. We'd like all the children to have the very best opportunity to make the most of what our library has to offer, so here is some information that we hope will be useful. Each class has a weekly timetabled visit to the library. Each class in school has two library monitors that organise the loaning and returning of books from the library for their classes during their class sessions and ensuring that the space is kept tidy and well respected.

### **Colour banded books**

At Walter Halls, we have a wide range of colour banded books that are carefully linked to the benchmarking assessment tool. Our colours run from pink (children less than 5 years) up to dark blue (children aged 10-11 years). In order to move up a book band level, children are assessed on their reading fluency, and a percentage given for this level of accuracy; their ability to summarise what they have read; and finally answer key comprehension questions on the text. A judgement is then made as to whether they should stay on their current reading colour or to move up a band. The books that we have available to children span from a range of reading schemes- Oxford Owl, Project X, Collins Big Books to name a few- to provide a variety of reading materials at each of the different reading levels. These are the books that the children are encouraged to take home and swap as necessary. Children then record what they have read on their own personal bookshelf.

### **Storytime**

Storytime plays a key part of our day in every class in school. For at least fifteen minutes is set aside to enjoy a whole-class novel. This is prioritised by staff and is scheduled as part of the day's timetable to ensure that it does not get missed.

### **Parent/carers support with reading**

At Walter Halls, we maintain an open line of communication with parents about the importance of reading, our approaches at school and the ways in which they can support reading at home. On our website, we share our reading policy and the opportunities for reading during the school day. We have twice yearly parents' evenings in which we provide feedback to parents on their children's reading levels and give advice on how to support children with their reading at home.

In F1 we regularly invite parents in for Feedback Friday which is where parents are able to browse through their children's Superstar books alongside their child and give written feedback about something that they are proud of that week. Every Thursday, parents are invited to the Lending Library and can borrow books for the week.

In F2, at the start of the school year, we invite parents in to launch the importance of reading and introduce Woodland Words. This is to help them understand the way in which we teach phonics and early reading in particular and sharing approaches for how they can support children with learning to read at home. Parents can also take part in reading activities such as Dough Disco, Woodland Word Twister and Bingo. After Christmas, Reading for Pleasure is launched where we read a story to the children and encourage them to read it again at home, either in physical form or as a YouTube link. There is then a practical activity linked to the story.

We are excited to be able to open up our new library to parents and children and provide them with the opportunities to share books and stories together.

We encourage and welcome parent/carers reading volunteers to come into school and listen to children read. We train them and support them to use the reading diagnostic whilst reading with the children so that they can aid the children to make progress.

Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age. Reading is regarded as a regular homework activity- we ask that children read for 10 minutes a day at home. Parents and pupils are encouraged to respond to books pupils read by using the home/school reading diaries. There are also times when reading-related activities are used for homework. For children that are working through the bench-marking levels, children take home a book that is carefully matched to their level through our book-banded system. To engender a love of reading, we also allow



children, no matter what their age, to take out a maximum of two books at a time from our library to share with parents/carers/siblings at home.

## Impact

### How do we know that our children are making progress/how do we assess reading?

As a school, we use a rigorous process of assessment to ensure that our children are making progress. These include:

- **Termly NFER tests** in Y2-5 and past KS2 papers in Year 6. These have clear tracking tools, linked to the assessment foci that give us precise information on how the children are performing against the curriculum content domains and help us to identify gaps and plan accordingly moving forwards.
- **Termly assessment capture:** We input a level for the children onto SIMs once a term. Following this, we hold pupil progress meetings with phase leaders where children who need extra support in order to ensure good progress are identified (if not already) and a plan of action is devised to ensure these children are on track to meet age-related expectations, or an expected level of progress.
- **Benchmarking:** From F2, the children are benchmarked regularly to assess their reading fluency level. Once this level is identified, we can match the children with an appropriate reading colour band, where they can select their reading book.
- **1:1 reading diagnostics** (there is a separate sheet for Early Years/KS1 and KS2) by all members of staff that carry out individual reading with a child. These help us to track a child's progress with their fluency in reading and reading aloud. We assign codes to common errors made (see attachment below) and from this, we can set the children a target to focus on for future practice reading aloud to an adult in school or at home. This target is shared with parents in a reading diary so that they can provide support with reading aloud at home.
- **Role of the two English Leaders:** Throughout the year, leaders in school have a carefully planned out monitoring schedule where we do the following to ensure the standards of teaching and learning in reading are high across school:

#### KS2

#### 1:1 Reading diagnostic

#### Name:

#### Key:

TE = Tracks with eyes

B= Blends words using phonics knowledge

V= variation in tone

SC = self-corrects

P= uses punctuation when reading

RrW = Rereads word

RrS = Rereads sentence

Alt pro= uses alternative pronunciation

Sy/Il/ables = breaks up unfamiliar words into syllables

A? = asks questions

Pre = predicts

I = infers

S/P = Sounds out when prompted

1,2,3 = sounds out unfamiliar words until it sounds right

U ---S = unfamiliar words become sight

"RA?!" Read ahead for punctuation to inform speech

- conduct learning walks;
- do lesson drop-ins;
- carry out pupil interviews;
- take in exercise books for monitoring throughout the year.

These monitoring exercises inform future areas for improvement and the impact of new initiatives. Staff are keen to act quickly on any feedback given in order to ensure they are providing children with high-quality teaching.