



Whole School Reading Appendice

November 2019

Whole School Reading Policy:

At Twydall Primary School, we recognise the importance of reading as a life skill that opens doors to learning in all subjects - reading is key to independent learning and has a direct impact on progress across the curriculum.

We understand the significant role played by parents, teachers and support staff in supporting children to read with enjoyment, fluency and understanding. We are a reading school, Ofsted have said "The school's new approach to reading is having a positive effect on pupils' enjoyment of, and motivation to read."

This policy clearly states how we will continue to ensure reading is at the heart of our curriculum, so that Twydall children learn to read, and in turn, read to learn.

Environment:

Reading corners in every home room are to be engaging, attractive and comfortable spaces with a range of fiction and non-fiction books and texts that are relevant to both genders and the diversity of our children.

Displays to visually promote a range of books that engage children.

Working walls and corridor displays (where appropriate) to provide opportunities for children to review and discuss books and/or sounds and words.

EYFS: continuous provision books are strategically placed to attract and engage children carefully matched to the theme of the area.

Staff to display their 'what I am reading now' and 'what the class are reading now' signs in a prominent place near the entrance to their classroom so that children and adults are able to view them. These signs must be updated at least once termly, or as often as the end of day text is changed.

Spellings/vocabulary of the week to be displayed in a prominent position in each classroom, so that children have access to them throughout the week.

Key vocabulary for all subjects (reading, writing and wider curriculum) to be displayed during lessons and kept up (where possible) until new vocabulary is introduced.

Reading for Pleasure:

EYFS parents are invited into school for a 'Friday read' in homerooms with their children where they select a class book to take home to read to their child.

KS1 and KS2 parents are invited into school to take part in reading activities in home rooms with children and their teachers and support staff, on a bi-termly basis.

KS 1 and KS2 children take books home to read daily, recording in reading logs for staff to monitor. Children who persistently forget to bring their books in/take books home/record reading in their logs, keep a reading book at school where they will be given the opportunity to read at an appropriate time.

Staff to ensure that children have access to their timetabled slots in the school libraries (KS1 and KS2) and that this time is used for children to immerse themselves in reading (whether in groups or individually). This time in KS2, should also be used for children to discuss books they have recently read and make recommendations to the class.

Visits to the local library are organised bi-annually to engage children with reading and writing, via author visits.

Story time at the end of the day should be within a calm, quiet and relaxed environment where all children and staff focus only on the story – this ensures children go home with 'a story in their head'. Children in years 3 – 6 read every day for ten minutes after lunch in their home rooms – this reading takes place in the reading corner and/or at tables and both in groups and/or independently.

Reading in small groups and reading non-fiction texts are strategies identified and used by staff as a way of encouraging and engaging boys with reading.

Termly assemblies to promote staff members' 'three favourite books', in order to inspire and introduce new genres and authors to children.

Teaching and Learning:

Early reading

Children in the Nursery and Reception are surrounded by a print and language rich environment.

Rhymes are taught and practised daily to build the children's repertoire.

Throughout the continuous provision environment books are strategically placed to attract and engage children carefully matched to the theme of the area.

New vocabulary is introduced through planned opportunities and extended by adults within the provision.

Each class has a class mascot which is sent home weekly with a child who then reads their favourite book to the mascot and brings it back to share with the rest of the class.

Early phonics – Nursery children have daily exposure to phase one (Letters and Sounds) through embedded routines and planned activities.

Children who are developmentally ready to move onto phase 2 are introduced to letter sounds through the RWI Nursery Scheme with a short 15min session daily.

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RWI

From years R – 2 children are vertically grouped into phonic classes these are taught for an hour every morning. (children who are assessed as still requiring phonics teaching in year 3 and 4 follow this program)

Children are assessed every 6-8 weeks and move fluidly through the groups.

RWI lesson sequence as follows:

- Speed sound lesson - children learn or revisit a phoneme or a grapheme and practice reading it in words and spelling 10 minutes
- Handwriting - 5 minutes
- Linked text - children practise reading words that will appear in the text, read the text, listen to the teacher read the text and answer comprehension questions orally. 10 minutes
- Write about - children write a supported sentence/paragraph(s) about the text 20-30minutes
- Story - children listen to a story on a similar theme to the next text.

Children take home a reading book that is phonetically matched to the sounds being taught.

Children who are well below ARE for their year group in years 3, 4, 5 and 6:

Children in year 3 and 4 who require additional phonics teaching continue with RWI in vertical groups until they are fluent readers.

In years 5 and 6, children who require additional support attend interventions where they follow the RWI 'Fresh Start' Programme. This follows the same structure as RWI lessons (mentioned above) but with more age - related texts.

Specialised reading teaching from years 2 – 6

From years 2 – 6, whole class reading lessons focus on a text a term as the central resource, this enables children to become familiar with the text, providing the opportunity to develop fluency and depth of understanding.

Teachers select appropriate non-fiction texts which link to themes within the termly text and/or link to their science/history and/or geography topics (see reading curriculum maps for suggested texts).

Reading lessons are taught daily in vertically streamed groups, so that children are given the opportunity to become fluent and comprehend at the pace and level appropriate to them.

Teachers model fluency and intonation during whole class reading sessions by reading to the children. Children then practise fluency through 'choral reading' techniques when they re-read to one another.

Writing lessons are taught through 'talk for writing', which enables children to internalise the texts and become more fluent when reading.

Specialised whole class reading lesson sequence as follows:

- Review previous learning (purple pen to edit and improve learning/address common misconceptions)
- Recall/Retrieval activities for memory (leading to depth of learning)
- Pre-teach Key vocabulary, followed by vocabulary investigation where appropriate
- Reading aloud (teacher then children), followed by independent/small group reading for familiarity and fluency
- Whole class discussion/questioning/quick retrieval/idea gathering
- Introduce key concept/s
- focused work in groups and/or independently (finding information/answering questions/making comparisons/character study/creating questions – see reading curriculum maps for each year group activities)
- Plenary/Review/assess/next steps (recall activities/memory activities)