

Highwood Primary School



READING Policy

Approved by: Governing Body

Date: 14.11.23

Last reviewed on: November 2023

Next review due by: September 2024

AIM

To enable children to:

- develop positive attitudes towards reading and read for purpose and pleasure
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and can orchestrate the full range of decoding and comprehension strategies

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- shared reading
- guided reading
- regular independent reading
- home/school reading
- hearing books read aloud on a regular basis
- reading whole texts
- reading in other subjects, across a broad and rich curriculum
- reading in the community

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and as an essential life skill.

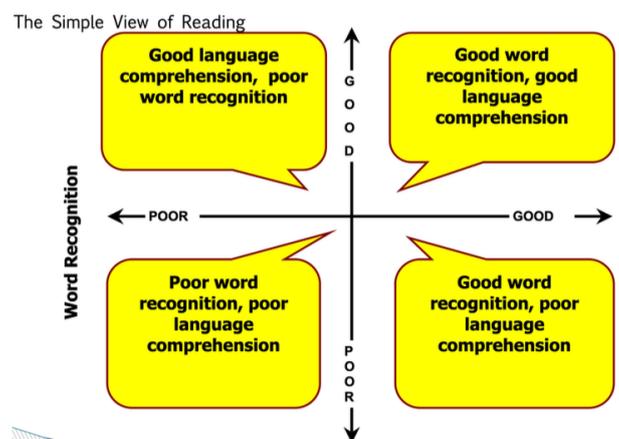
The Simple View of Reading provides a theoretical rationale for the design of our reading curriculum.

The Simple View of Reading

Learning to read consists of developing skills in

two critical areas:

- (1) Reading each word in texts accurately and fluently and
- (2) Comprehending the meaning of texts being read.



FLUENCY "Fluency is the ability to read aloud with expression to demonstrate an understanding of the author's message" :

At Highwood we develop this by:

- the systematic teaching of early reading skills (see phonics policy)
- Focusing on the three key components of reading fluency :
 1. **Accurate** word recognition: In order to improve reading fluency pupils should be reading at their instructional reading level i.e. 90% - 95% accuracy.
 2. **Automaticity**: This is the ability to read words without conscious decoding. This allows children to read words fluently so that you can concentrate on comprehending the text. Mental energy is required for decoding meaning therefore very little mental energy may be left for comprehension.
 3. Appropriate rhythm and intonation of speech: this is also referred to as **prosody** and concerns the ability to read with some sort of inflection. It often indicates a child's level of understanding about the parts of speech contained in a sentence which is in essence a lower order form of comprehension.

COMPREHENSION

At Highwood we develop this by the :

- Systematic vocabulary development to support comprehension
- Explicit teaching of meta-cognitive comprehension strategies (Beers and Probst 2012)

This is where pupils are taught to recognise common features of narrative and non-fiction texts called 'signposts'.

The narrative 'signposts' include:

Memory Moment, AHA Moment, Contrasts and Contradictions, Words of the Wiser, Tough Questions and Again and Again:

- Time spent every day in engagement in independent reading
- Reading aloud daily from a wide range of texts

GUIDELINES

WHOLE SCHOOL

As a school we use high quality books, linked to our termly topics that engage and challenge the mixed year group classes. This provides the basis for our literary rich English Curriculum, where we can also embed the meta-cognition strategies.

GUIDED READING(with the teacher)

This can either be carried out in groups (more commonly with LKS2 and KS1) or as a whole class (UKS2). In guided reading, texts are chosen to match the ability of the group but still provide an element of challenge.

This supports the teaching of the three components of reading fluency(accurate word recognition, automaticity, reading with expression) and the explicit teaching of meta-cognitive comprehension strategies.

INDIVIDUAL READING (with an adult)

Each term pupils reading skills are assessed and they are allocated appropriate reading books to develop reading fluency and enjoyment . Based on children's reading assessment, which will identify next steps in reading, they will be given phonetically decodable texts that are linked to the phonics they are learning as appropriate. Once children have developed automaticity in reading, we encourage the children to choose their own reading books, from carefully selected resources. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

INDEPENDENT READING

Pupils are also given opportunities to share a book with others during reading lessons. As fluency is established, teachers also plan for independent reading activities during English lessons and in the context of other subjects.

The focus for the independent reading is to provide practice, to develop personal response to text and crucially, reading for purpose and pleasure.

Many other opportunities are provided for pupils to practise and extend reading in other subjects.

READING ALOUD

All teachers read aloud to their classes daily. Books can be chosen by the teacher or the children. This can be a chapter book that may take some time to read or shorter books/ picture books , which can be read frequently. Our main reason for daily reading aloud to children, is to foster a love of reading and enjoyment from

books. Evidence has shown that developing a love of reading has a greater influence on academic attainment and life chances.

ADDITIONAL SUPPORT

Where pupils may be struggling in developing these reading skills additional support will be organised. This could be having more opportunities to read to an adult/ focus on phonological awareness/ focus on increasing sight vocabulary etc. Teachers will identify the priority area to focus on and plan an appropriate intervention.

RESOURCES:

Each classroom has a good stock of engaging books, which pupils can freely access during the day. Each classroom has a dedicated reading area, where children can choose to share and read books with each other.

READING AT HOME

Reading practise is very important in developing reading fluency and a love of books. To this end all pupils take home books on a regular basis that match their level of achievement in reading.

These are taken from a range of reading schemes and levelled books to match pupils reading ability.

We ask parents to hear their child read regularly and to read to and with them at every opportunity. To support this we hold regular reading/ phonic workshops to give them information on how to support their child's reading development and love of reading.

Appendix

Metacognitive strategies are the strategies pupils are taught to use, so they can think more about what they are reading.

Notice and Note (Beers and Probst, 2012): This is a key resource which supports the explicit teaching of meta-cognitive comprehension strategies across the school.

Pupils are taught to recognise common features of narrative and non-fiction texts called 'signposts'.

The narrative 'signposts' include:

Memory Moment, AHA Moment, Contrasts and Contradictions, Words of the Wiser, Tough Questions and Again and Again: THE 6 SIGNPOSTS: as described by (Beers and Probst 2012) in their books *Notices to Notes*,

Contrast and Contradiction: This refers to when a character does something that contrasts with a reader's expectations, or contradicts an earlier act or statement. Students should think to themselves: Why is the character doing that? What does this help me infer about the character, plot or conflict?

Words of the Wiser: This refers to when a character takes the main character aside and offers advice. Students should think to themselves: What's the life lesson and how might it affect the character? Often this lesson is the theme that the reader can take away from the story.

Aha Moment: This refers to when a character realizes, understands or figures something out. Students should think to themselves: How could this change things in the story for the character? What does this say about the conflict or the theme of the story?

Again and Again: This refers to when the reader notices a word or phrase that the author may have mentioned over again. Students should think to themselves: Why has the author done this? What does this tell me about the theme or conflict of the story? What message is the author trying to convey here?

Memory Moment: This refers to when the author shares a memory that the character has. Students should think to themselves: Why is this memory important for the character?

Tough Questions: This refers to when the character asks himself or herself a difficult question. Students should think to themselves: What does this question make him wonder about? How does the character deal with this question?

LINKS TO OTHER POLICIES:

PHONICS