



Estcourt Primary Academy

POLICY DOCUMENT



POLICY TITLE	Reading Policy
RESPONSIBLE COMMITTEE	Curriculum Committee
RATIONALE	<p>Inspire and Empower Others To Achieve</p> <p>At the academy we endeavour to ensure our early learners develop into life long learners. We strive to provide a safe, secure and stimulating environment where curiosity is welcomed, enquiry is encouraged and learning is fostered.</p>
PURPOSES	At Estcourt Primary Academy we believe that as well as bringing enjoyment and advancing learning, reading is an essential skill for leading a happy, healthy and full life. Our purpose is to ensure all pupils make good or better progress in Reading.
GUIDELINES	<p>Assessment:</p> <ul style="list-style-type: none"> Teachers assess their pupils every half term using the Sheffield STAT alongside of the Delta interim criteria, this is followed by summative testing in line with the Delta assessment cycle In Year 2 and Year 6, teachers assess weekly against the Interim Framework. Children progress is monitored during weekly RAG meetings which determines any interventions necessary for children who are a cause for concern Assessments are moderated at different intervals: <ul style="list-style-type: none"> half termly by the Deep Learning team termly within the Delta Hull cluster <p>Teaching and Learning:</p> <ul style="list-style-type: none"> Teachers set challenging teaching and learning objectives which are relevant to all pupils in their classes. These are based on knowledge of pupils' past and current achievement and the expected standards for pupils of the relevant age range. Teachers plan clearly structured sequences of work which interest and motivate pupils and which: <ul style="list-style-type: none"> Start with a clear learning objective, taken from the STAT curriculum, understood by all pupils Promote active and independent learning that enables pupils to think for themselves and to plan, manage and assess their own learning. All marking is carried out in accordance with the marking and feedback policy. All independent work is marked following the marking agreement. The deep learning team support teaching and learning in line with the triangulation of the learning cycle, including work scrutinies, drop ins and weekly RAG meetings All planning coverage is stored on one drive for Deep Learning team to access (Appendix 1) <p>The Reading Cycle</p> <p>Reading Sessions:</p> <ul style="list-style-type: none"> The weekly timetable should consist of at least two whole class reading sessions and two comprehension sessions The final day should be a 'big read' in which the pupils are provided with a cold text, they have not seen before and SATS style questions to apply their understanding of how to answer strands of questioning. Speed Read should be completed regularly as pace has been identified as an area for development <p>Whole Class Read: (Appendix 2)</p> <ul style="list-style-type: none"> Whole class read - using Text from Bug Club (ARE expectation) ensuring questioning during the session is appropriate for all children to access Set out with the structure of predicting, clarifying etc with the teacher at the front of the class - giving the children opportunity to talk/write down answers in their pairs/small groups then inviting children to share their thoughts and ideas. (Fred, do you agree with Jack? Explain why). Use the time to extend responses (what in the text made you think that? why has the author used that phrase? Etc.) and model outstanding 'greater depth' responses. Ensure creativity to keep everyone involved and engaged. Prediction For example, show the front cover - what do you think the story will be about? (30 seconds thinking time then 1 minute to talk to your partner) or what do you think will happen next? (30 seconds thinking time/1 minute to talk to your partner) Clarification Look at the word '*'. Explain what it means. How can we find out if we don't know? (dictionary/read around the text) Explore other words with similar meanings etc. (again giving individual thinking time then talking with partners/in small groups) Words to be written up and put on working walls. This is vital to increase the repertoire of words in the children's vocabulary! Questioning Posing questions to unpick the text (range of retrieving information and inference). Explain how you know ... How does...behave when he feels sad? Find a group of words that show...How can you tell that...is...? Really use this time to probe the children and generate reasoning linked to the text. (Again give thinking time, then talk with others) Summarising Summarise the book in 10/20 words. <p>Comprehension sessions presentation expectation: (Appendix 3)</p> <ul style="list-style-type: none"> <u>Date</u> (underlined) <u>Title of book</u> (underlined) <u>Step ?/ Stat level</u> (eg, Step 32/ D6) (underlined) <u>LQ:</u> (underlined) STAT/Interim objective to be clearly indicated (Not just 'To understand texts') <p>SATS style questions: (Appendix 4)</p> <ul style="list-style-type: none"> KS2 should have at least 7 questions. KS1 you should have at least 5 questions. A range of question types are to be used for follow up questions, in line with the format of SATS questions: circle the correct answer, tick the word/ correct box, draw lines to join, word replacement, find and copy a word which suggests..., explain the effect of the language <p>Marking Expectations:</p> <ul style="list-style-type: none"> Basic skills are addressed in the marking, as grammar, punctuation and spelling (GPS) is a focus for the academy Any support adults give children should be indicated with VF (verbal feedback) with a brief description of support All CTGs should move learning forward. Children identified through RAG meetings will be extended by the deep thinking CTGs that they are given, which really probe their inference and reasoning skills, ensuring they find evidence from the text to support why they have come to that opinion.

Reading Comprehension sessions –English Reading Book:

- Comprehension questions to have related reading indicators on the question sheet above (i.e. 1a – 1e, 2a – 2h) (**Appendix 3**).
- All Comprehension questions should be marked in the reading response book
- The question should be highlighted green if the answer is correct
- The question should have a green dot next to it if the answer is incorrect
- CTG comments may be used in lessons to either close the gap to the intended outcome or to extend the learning through further application of skills and problem solving. This should have an open ended yellow box around it

CTG:

SATS style session – English Reading Book:

- The L.O. is to be swiped green or dotted dependent on the child’s overall understanding.
- It is expected that a child with many misconceptions has a follow up and support VF or G for guided input should be displayed.

Speed Read:

- Use age related expectation books
- Children with partners - first child to read as many words as they can in a given time (for example 30 seconds/1 minute) - count number of words read correctly. Swap over and repeat for other child.
- Extend to ‘Spot the word’. (i.e. See who can find the word ‘delicate’ the quickest. What does it mean? What other synonyms can we think of?)

Academy Environment:

- The whole class read is displayed on the classroom door
- A selection of inspiring and appealing books/comics/reading materials are in a clearly zoned reading area
- Working walls should have:

Reading descriptors (i.e. 1a – 1e, 2a – 2h)
Question openers
Examples of high standard children's work from books
Clarification of words
SATS style related questions
Evidence of a 'summary' (either from guided reading or from a chapter of the whole class read)
A word of the week

Parental Engagement:

- Each half term, parents receive a newsletter which informs them of the Whole Class text their child is reading, this will also be changed on the academy website.
- Families of Year groups 1 – 3 pupils are invited into the academy each week to participate in a ‘Stay and Read’ session with their child.
- Families of F1 and F2 pupils are invited into the academy each week to participate in a ‘Phonics Friday’ session with their child
- Staff collate weekly the children in their class who have read at home. Children who regularly read at home receive Pupil Reward Points, and have the chance to earn the recognition of ‘Leading Learners’ in line with the Behaviour Policy.

FURTHER DETAILS CONTAINED IN DOCUMENTS

Teaching and Learning Policy
Marking and Feedback Policy
Assessment Policy
Behaviour Policy

DATE APPROVED: SEPTEMBER 2017	NEXT REVIEW DATE (every two years)

Reference Number:	MF-17
--------------------------	--------------

Monday	Whole-class read focusing on specific objectives (Verbally)
Tuesday	Comprehension questions focusing on yesterday's specific objectives
Wednesday	Whole-class read focusing on specific objectives (Verbally)
Thursday	Comprehension questions focusing on yesterday's specific objectives
Friday	Cold Reading task
	<u>Week 1: Fiction</u>
4th Sept	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Using dictionaries to check the meaning of words that they have read. 2a
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 2d
	Predicting what might happen from details stated and implied. 2e
	Identifying main ideas drawn from more than one paragraph and summarising these. 2c
	<u>Week 2: Non-Fiction</u>
11th Sept	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Using dictionaries to check the meaning of words that they have read. 2a
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 2d
	Identifying how language, structure and presentation contribute to meaning. 2f
	Identifying main ideas drawn from more than one paragraph and summarising these. 2c
18th Sept	<u>Week 3: Fiction</u>
25th Sept	<u>Week 4: Non-Fiction</u>
2nd Oct	<u>Week 5: Fiction</u>
9th Oct	<u>Week 6: Poetry</u>
	Identifying how language, structure and presentation contribute to meaning. 2f
	Recognising some different forms of poetry [<i>for example, free verse, narrative poetry</i>].
	Discussing words and phrases that capture the reader's interest and imagination.
16th Oct	<u>Cycle to be continued for the rest of the academic year</u>

Appendix 2 Whole class read

Amy Johnson

Monday 12th June 2017

1

Quick summary

Summarise the last chapter in one sentence.

2

1. Look at the paragraph beginning 'Amy Johnson is Britain's most famous ...'

Find and copy two words meaning strong-minded 2a

- A) Tenacious
- B) Wavering
- C) Interested
- D) Determined

5

2. Circle the correct option to complete the sentence below: 2a

Amy Johnson was encouraged not to be...

- A) ... slothful
- B) ... submissive.
- C) ... unconventional.
- D) ... flexible.

6

3. '...it was intense to watch.' (Page 31)

Explain what this description suggests about the flight... 2d

It suggests...

4. Reflect on the whole text.

'Amy was a rebel.' Do you agree or disagree? 2d

- Amy Johnson was/was not a rebel because ...

Quick prediction

Based on what you have read so far, how does Page 24 suggest Amy wanted to fly again?

It suggests ...

Appendix 3

2a	work out the meaning of words from the context
2d	explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
2b	retrieve information from non-fiction
2g	evaluate how authors use language, including figurative language, considering the impact on the reader
<u>Cogheart</u>	
1.	<i>How long had the business been in Robert's family? 2b</i>
2.	<i>Look at the paragraph beginning 'Robert's da...' Find and copy a word meaning the same as very fine in texture or structure 2a</i>
3.	<i>'... if a machine intrigued him...' In these lines, intrigued is closest in meaning to ... (2a) irritated knew captivated entranced</i>
4.	<i>... he could never manage the delicacy required... (page 44) Explain what this phrase suggests about Robert's relationship with clocks. 2d</i>
5.	<i>Look at page 44. Find and copy a phrase that suggests Robert loved school. 2d</i>
6.	<i>'...hung like hammocks...' (page 46) What does this tell you about the cobwebs? 2g</i>

- Note – only the reading indicators which are relevant to the questions for that session are used at the top of the question sheet.

