Dean Field School

Reading Policy

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Intent

At Dean Field, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers, right from starting with us in Nursery. We believe that reading is key for academic success and progress in a number of curriculum areas therefore we provide our pupils with the skills and confidence to deal with printed language critically. We aim to provide children with experiences that will lead to rich language development so that at the end of their primary education with us, they are empowered with a breadth of vocabulary and cultural capital that they can build on in their future prospects. We follow a well-structured Phonics scheme, Read, Write, Inc., and implement this from Nursery up until children are confident at reading. We therefore base our groupings on academic ability rather than chronological age, meaning children are based in a group which comfortably challenges them at their own individual level.

Aims

We put reading at the heart of everything we do as we believe it is a crucial part of our pupils' educations.

We aim to:

- Ensure that reading has a high profile in school and take every opportunity to celebrate success in reading.
- Develop positive attitudes towards reading to ensure reading is an enjoyable experience for all pupils.
- Ensure reading is placed at the centre of our curriculum planning and development.
- Provide our children with the opportunity to read and respond to a wide range of high-quality texts that have been carefully selected for each year group to increase their level of fluency and independence.
- Teach our children a range of reading strategies so they can tackle reading problems and apply them to the wider curriculum.
- Involve, engage and update parents on their child's progress via home-school reading record communications and parent workshops.

- Upskill staff by providing them with training on a regular basis to ensure they are up to-date with school policies and procedures.
- Monitor and assess phonics every half-term to ensure children are placed in the right Read, Write, Inc. group to support their individual reading ability.

Implementation

Planning, Teaching and Learning

At Dean Field, reading is placed at the forefront of our curriculum planning and design. Teachers plan weekly, high-quality reading viper lessons to explicitly teach children the key reading skills. We also take a text-based approach in English that provides teachers with opportunities to cover national curriculum objectives through the key texts. In addition to this, we also provide children with Accelerated reader books that they read at home and at school. Pupils also get the opportunity to apply their reading skills in other areas of the curriculum, like science, geography and history, and as a school we are very keen to provide these opportunities wherever possible.

Phonics, Read, Write, Inc.

Miss Fudge, our RWI leader, ensures that all children accessing RWI are placed in the correct group and the group leader is following and delivering the correct plans when teaching. Miss Fudge will regularly conduct observations of staff delivering RWI and check books to ensure learning is suitable and on track. The children mix for phonics to suit their reading ability and to create smaller groups for more focused teaching. The groups typically mix Nursery/Reception, Reception/Y1/Y2, Y1/Y2 and include any children above Y2 that we feel need the intervention to support their reading ability. All staff follow the plans from the scheme and all children are re-assessed at the end of each half-term to adjust groups if necessary. The book bag books children take home are in line with the RWI scheme we use, so every child is a confident reader at home too as they reflect the sounds they have already learnt in school.

Reading VIPERS

Reading VIPERS are used to explicitly teach the key reading skills to pupils in KS1 and KS2 to allow them to become successful readers. The key reading skills that are covered during these lessons are areas of reading that are assessed in the KS1 and KS2 assessments. They are: vocabulary, infer, predict, explain, retrieve and summarise. We use a wide range of high-quality texts, images and short films that have a suitable level of challenge for pupils.

Reading VIPER lessons consist of three vital parts: reading fluency, text marking and answering key questions about the text. Reading fluency is when children echo read the text with the teacher. By doing this they are learning how to read with the correct level of intonation and expression and they get the opportunity to listen to what fluent reading sounds like. After the reading fluency session, children then text mark the text to show the intonation. They use different symbols to show where they should pause, where they should raise their voice, where they should add expression and where they should add extra expression. Pupils then answer questions about the text that test their understanding of the key reading strands.

Accelerated Reader

In Key Stage 1 and Key Stage 2 children access the Accelerated Reader program (AR) which encourages substantial differentiated reading practice in order to create strong readers. Based on each student's independent reading level, AR helps our teachers set personalised goals for each student and guide students to books difficult enough to keep them challenged, but not so difficult to cause frustration. First, a student's optimal reading level is determined through the STAR Reading assessment. This assessment provides information on a student's overall reading ability and suggests a range of book levels for each student called the "zone of proximal development", or ZPD. By doing this, teachers are reassured that children are reading books at the correct level with a suitable amount of challenge which ultimately helps raise standards in reading. Pupils take the STAR Reading test at the end of every half term as a way of assessing reading and ensuring they are moving up ZPD ranges appropriately based on their reading age.

Individual Reading

At Dean Field, we endeavour to listen to all our pupils read at least once a week. In some cases, particularly to support our disadvantaged pupils, pupils will read to a member of staff daily. Children will read and discuss their AR book with their teacher or teaching assistant and this will be recorded in their home-school reading record along with a positive comment to motivate children and a constructive next step. The next step will be very specific and will aim to fill in any gaps in their reading or help them progress further. The next steps will be taken directly from National Curriculum objectives. Children who are using the RWI scheme will take home a book which reflects the sounds they already know and the book which they are learning within their RWI group that week.

Inclusion

All reading activities, including reading VIPER lessons are appropriately differentiated to cater for the needs of all pupils, including those with special educational needs and disabilities (SEND). Teachers ensure that children with SEND linked to reading, have access to the resources and scaffolding they need, asper their Individual Educational Plan (IEP), in order to succeed in reading. We also carefully plan challenges for our more able pupils to help deepen their understanding and to stretch them further. We used BSquared to provide pupils with SEND with simplified NC objectives and this allows us to effectively track their progress and next steps. Phonics groups are mixed according to individual ability rather than the focus on their age. Children who still need support to read and are using phonics to help with this have intervention in their class using the RWI resources.

Reading skills progression

At Dean Field we have mapped out the national curriculum objectives for years 1 – 6. We have clearly planned and identified the progression in reading so it is very clear how reading progresses through school. Our skills progression document clearly states the reading skills required under the following reading categories: decoding, range of texts, familiarity with texts, poetry and performance, word meaning, understanding, inference, predictions, authorial intent, non-fiction and discussing reading. The skill progression is

also a vital document for teachers during the planning stage as it helps them ensure national curriculum coverage, as well as differentiate reading appropriately for pupils.

Repeated Text Library

We have also taken a whole school approach and commitment to developing pupils story language, vocabulary and their love for reading. Each class has a set of books which they repeatedly read throughout the year in order to develop their vocabulary, to help them develop their story language and techniques. Each text has been hand-picked to ensure a coverage of a variety of genres, including poetry and non-fiction. The other texts have been specifically chosen because they have rich vocabulary, are written by a famous author, teach diversity or are recommended books from the Pie Corbett reading spine. We intend on ingraining the vocabulary and story techniques into our children so, by the end of the year, they have developed a bank of ideas to support them in reading and writing.

Developing Tier Two Vocabulary

At Dean Field we have a whole-school 'Word of the Week' approach to develop tier two vocabulary. We recognised that our pupils naturally develop tier one vocabulary and they also absorb tier three vocabulary in lessons. However, tier two words are less common in spoken language therefore our pupils don't have a great understanding when it comes to reading them in different texts which slows down their reading pace. Therefore, in order to develop tier two vocabulary, we decided to introduce a 'word of the week' in each year group. The word of the word is a tier two word and is displayed in the classroom and shared with parents. Throughout the week, teaching staff correctly model this word in their spoken language and encourage children to do this as well. Teachers praise and reward children when they correctly use a tier two word.

Cultural Capital

At Dean Field, we take every opportunity possible to enhance the cultural capital of our learners and equip them with the knowledge and experiences needed in society. One way in which we promote cultural capital via reading is by providing and exposing our children to a range of texts, from different genres, that have been written by authors from a wide

range of backgrounds. We spend time looking and learning about authors of the books we read in English lessons and the books that are in our Repeated Text Libraries so when our pupils leave Dean Field, they have a breadth of knowledge and understanding about famous authors and literature. In the future, they can then build on this and eventually have the ability to engage with high culture literature.

We also take pride in our vocab rich environment that runs through school from Nursey to Year 6. Our pupils are constantly surrounded by and encouraged to use adventurous vocabulary that will add to their repertoire of words. Our 'Word of the Week' approach also provides children with cultural capital as it adds to and widens their bank of tier two vocabulary and encourages them to use more sophisticated words in their everyday dialect. Another way in which we add to the cultural capital of our pupils is by providing them with a weekly newspaper. The weekly newspaper allows them to apply their reading skills to a non-fictions text and it provides them with opportunities to engage with current affairs in society.

Reading for Pleasure

We hold reading for pleasure at the heart of everything we do so pupils develop a real love and thirst for reading a range of genres. At Dean Field, we have a vibrant library that not only invites in reluctant readers, but provides children with a wide range of texts to choose from. We resource the library based on children's interests so that there are texts suitable for all readers. We have a weekly newspaper in the library that children are encouraged to read during reading sessions or take home to share with their families so they can read about current affairs. Not only will this help them develop their non-fiction reading skills, but it will also add to their cultural capital.

We also run a very successful 'borrow a bedtime story' scheme which allows children to freely take home texts of their choice. This allows children to read and share texts that they would not normally get the opportunity to read under their Accelerated Reader level or, if they are in EYFS, their phonics level. This scheme not only promotes sharing books with families, but it allows all children to experience a love for books.

We also develop reading for pleasure via our weekly Accelerated Reader award. Every Friday, during our Gold Book celebration assembly, years 1 – 6 find out which class scored the highest average percentage on their AR book quizzes. This promotes competition in reading and motivates children to read and quiz more to help add to their class percentage. The class with the highest average percentage receives a trophy to take back to class.

We also believe that it is very important that children are aware of their own reading progress and can identify what they need to do to improve. Therefore, we display AR reports in each classroom which allows children to monitor their own progress on a weekly basis as well as discuss it with their teacher. The reports motivate children to read more and improve their average percentage so they can beat their personal best. We also have a designated display in the library for the children to track their AR progress. This is a very visual display and is used as a leader board which recognises reading success throughout school.

Impact

Assessment and Feedback

At Dean Field we believe that prompt assessment and feedback is essential to accelerating pupils progress. This is why we have weekly one to one conversations with each child to discuss their reading progress. Each week, as discussed above, each class has an updated AR report displayed in their classroom. This allows staff and children to monitor progress on the fundamental areas of AR: average percentage quiz scores and engaged reading time per day. Teachers discuss the report with pupils and provide them with small, achievable targets that will help improve their AR data and ultimately improve their reading. This is then reassessed the following week and a new target may also be set. This form of assessment provides teachers with a clear, up to date picture of each child's reading progress and because this happens weekly, it allows teachers to intervene where necessary in good time. If any problems are identified, interventions will be put into place as soon as possible which helps accelerate progress.

NFER Assessments and Star Reading

The formative assessments that take place for reading each term and done using the Star Reading Assessment and an NFER Assessment. The NFER tests provide teachers with a scaled score which helps determine whether pupils are below, at or above age-related expectations. The Star Reading test provides teachers with a reading age for the child which can also be used to make a judgment. Teachers use the data provided from both assessments, and the assessments made during individual reading to assess each child against each national curriculum objective for Reading on Target Tracker, this data is then used to create a 'gap analysis report' that highlights gaps and next steps to address next term. Teachers use the 'gap analysis report' to provide next steps in home-school reading records when they listen to the child read.

Phonics: Read, Write, Inc.

We use the assessments provided by the scheme RWI to assess children's phonics every half-term. These are forwarded to the RWI leader and the groupings discussed. This is also fed back to the class teacher to inform that child's intervention for that half-term so they receive the correct phonics teaching in the group as well as individual intervention, if required.

At the end of Year 1 (June) the children sit a Phonics Screening Check (PSC) to test their phonic knowledge and understanding. This is conducted, usually, by the Year 1 class teacher who has received the PSC training. The children who score low on this, even if passed, will still be integrated into the RWI scheme the following academic year. Any children who do not pass the PSC will re-sit it in June in Year 2, they will also continue to have RWI. Any children who re-take in Year 2 and do not pass the PSC will continue to receive RWI intervention and support until they are competent at reading, typically a case study will have been produced to investigate why they have not passed and communications with the school SENDCO begun.