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# Reading Policy

Of

# Queenborough School And Nursery

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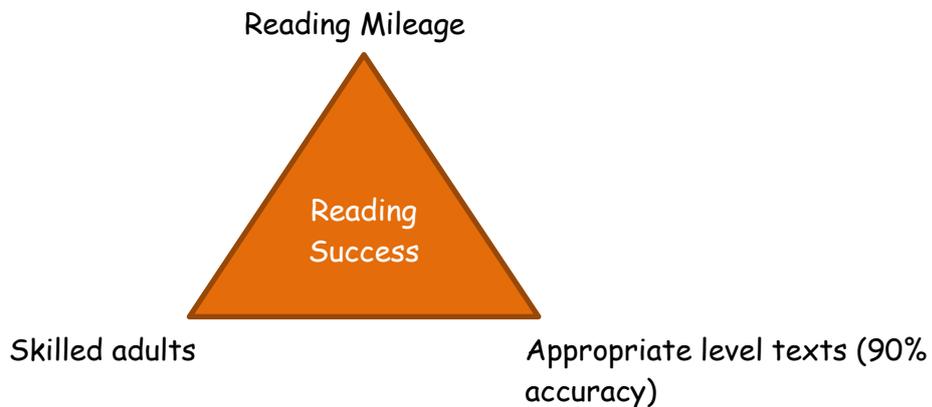
# Queenborough School and Nursery

## Reading Policy

### Rationale

At Queenborough School and Nursery, we are committed to shaping lifelong learners. As part of this, we recognise that reading is a fundamental skill for accessing the curriculum and the wider world. Meek (1983) believes, 'Readers are made when they discover the activity is worth it'. At Queenborough, reading is taught both as a skill in its own rights as well as a tool which permeates the entire curriculum. Our overall aim is to create and foster a culture of reading in which children read for enjoyment as they explore as wide and diverse a selection of texts as possible.

There are three key areas that we consider crucial for reading success:



### Reading Mileage

According to Arlington et al 2008, 'Some researchers suggest beginning readers need to read 600-1000 words a week to become competent readers'. At Queenborough, every attempt is made to ensure that our children gain 'reading mileage.' This means ensuring that the children have opportunities to read wherever possible, both within Reading lessons and across the curriculum. We believe that reading feeds pupils' imagination and opens up a treasure-house of wonder and joy. A broad range of reading material is available in each classroom, as well as a well-resourced library which the children are encouraged to visit regularly. Throughout the school, all children are encouraged to choose books which they would like to read and are given the skills needed to choose books which are appropriate. The variety of books available to the children in our school, enable every child to find a book they enjoy; to create a positive reading culture. All pupils are encouraged to read widely across both fiction and non-fiction to build upon the love of reading and build upon their knowledge across the curriculum.

As well as this, there is a systematic and progressive reading scheme in place that the children work through as their reading improves. The current schemes used by the school are: The Oxford Reading Tree, Collins Big Cat Books, Snap Dragon and Project X. Books related to the whole-school cross curricular theme are researched and ordered in advance to ensure that each theme is enriched by a range of relevant and up-to-date reading material. Children also have access to kindles and iPads containing a variety of interactive books at different levels which are updated on a regular basis. Queenborough prides itself in keeping up to date with new children's literature and discussions take place amongst pupils and staff to share new reading materials.

Opportunities for extending reading mileage at Queenborough are:

Paired Reading

Older-Younger buddy reading

Individual Reading  
 Shared Reading  
 Guided Reading  
 Library Time  
 Reading across the creative curriculum  
 Home reading  
 Teacher reading  
 Parent-child reading  
 Whole class reading.

### Appropriate Level Texts

According to Ofsted 2004, 'Texts pupils read should match children's proficiency so they are reading at 90% accuracy.' At Queenborough, we understand the importance of children enjoying the reading process and how this can be impeded if the children are faced with texts which are inaccessible. Therefore, staff ensure that the texts that the children are reading are sufficiently accessible, so that at least 90% of the words are decodable.

Staff use running records to establish how well the children can access the reading material. The table below shows the percentage accuracy against the level of difficulty:

Accuracy Rate:	Difficulty:
95-100%	The reader is reading a text which is <b>EASY</b> . A high level of success will be experienced. Texts that children read independently of adult support should be of this level.
90-94%	The reader is reading a text which is <b>INSTRUCTIONAL</b> . At this level, children will require adult support in order to decode at a rate which does not impede comprehension. This level of text could be appropriate for guided reading or reading with an adult.
50-89%	The reader is reading a text which is <b>HARD</b> . The rate of reading will be too slow for the children to comprehend what they have read. A child found to be reading a text of this level should be encouraged to change their book. This might be to a book at a lower level or an easier book at the same level. The adult also might decide to read the book to the child first, share-read the book or 'introduce' the story and characters first - this might shift the book from hard to instructional level and enable the child to carry on with texts at this level.

The school are continuing to level all of the books in the classrooms and library to ensure that children are able to choose books from a selection which is matched to their reading ability.

### Skilled Adults

At Queenborough, much time has been invested into the training of teaching staff and support staff so that they are equipped and confident to deliver the teaching of reading. All Teaching Assistants have been trained as Better Reading Partners; many have also had further training to become proficient in delivering Special Reading Partnership. Teachers and Teaching Assistants have been trained in how deliver inference sessions. The school also employs a full-time Reading Recovery teacher who, in addition to providing Reading Recovery sessions, acts as a point of reference and support for all other staff. Queenborough is also fortunate enough to employ a Book Worker who, alongside the Literacy Leaders and Reading Recovery Teacher, plays a critical role in maintaining the

high profile of reading. Every effort is made in ensuring that all adults who work with our children have the relevant training required in order to best support the development of reading; for example, a handbook is provided for both parents and student-teachers to support them in this role. Also, staff at Queenborough try to promote reading by sharing their love of reading with the children.

This is accomplished in a number of ways:

Staying up to date with children's literature

Promoting members of staff as readers

'Favourite books' posters in corridors

'New books' posters in corridors

Favourite book displays in classrooms

Whole class reading sessions

SLT reading afternoons

Early morning playground reading

Reading in Breakfast Club

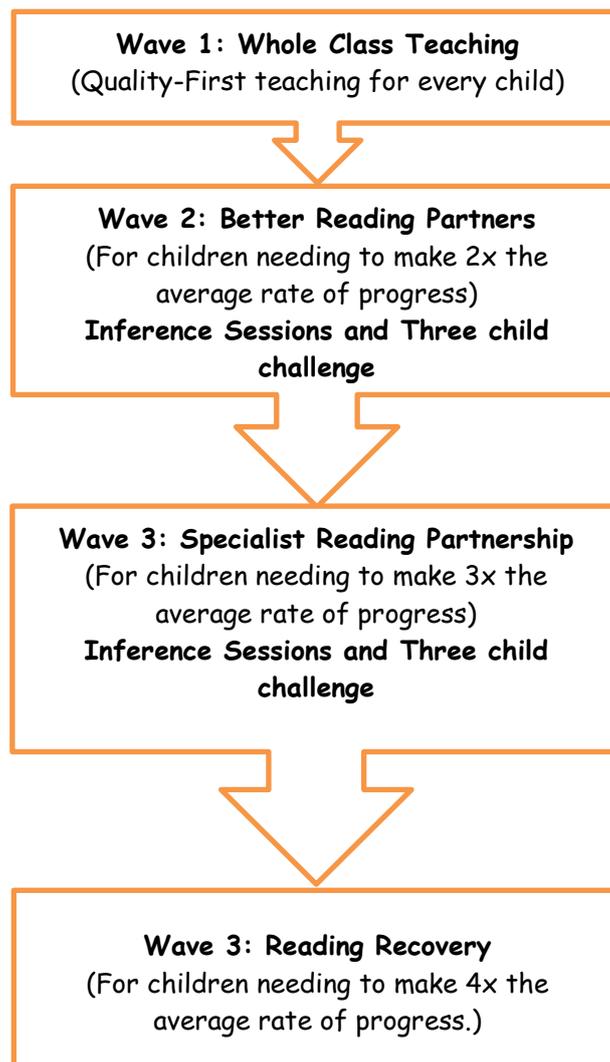
Reading at lunchtime

Reading clubs with teachers at lunchtime

Staff reading display in staffroom

### The Teaching of Reading

At Queenborough School and Nursery, reading is taught in three waves.



### Wave 1: Whole Class Teaching

At Queenborough School, every child experiences high quality reading teaching at classroom level. This could take the form of individual 1-1 reading, guided reading sessions or whole class reading lessons. The children will be able to read a wide variety of fiction and non-fiction texts in a range of formats from the classroom book corner and the library. In addition to this, the children will also have a book from a progressive reading scheme.

### Wave 2: Better Reading Partnerships.

For children who are identified as being just below the class average but have the ability to reach the appropriate levels, Better Reading Partnerships (BRP) may be used as an intervention.

BRP is a Wave 2 intervention programme delivered by school support staff, focussed on targeted children in order to develop independent reading strategies and text comprehension. It provides one-to-one additional support for reading. It is a 10 week programme: 15 minutes, 3 times per week, following a common structure (See appendix). Standardised test scores point to an average gain of 6-9 months in reading ages. Other benefits that we have noted from this intervention are increased confidence, more independence and more enjoyment of reading.

Inference Training is a group intervention designed to develop children's abilities in Inferring meaning from text. This programme is delivered to a small group, three times per week for as long as necessary for there to be an improvement in the children's comprehension skills. The session is based around the reading of a small text with the adult assisting the children in removing the barriers to comprehension that they might encounter. By the end of the sessions, the children should have developed independence in removing the barriers to comprehension when they are reading unsupported.

The Three Child Challenge is an individual programme designed to assess and address a child's individual barriers within reading. This programme will focus on children who are low on either progress or attainment. Teachers will complete an individual reading assessment with three focus children from their class to analyse any barriers within their reading and use this to compile an individual reading programme that is tailored to the child's needs. Throughout the programme, teachers will continually assess the child's progress and adapt the programme as required. By the end of the sessions, any barriers within the children's reading should be addressed and the children will be equipped with the skills to progress with their reading on a more independent basis.

### Wave 3: Specialist Reading Partnership

Specialist Reading Partnerships focuses on children who are the lowest achieving in Literacy. They cannot go onto Reading Recovery or BRP as it is not specialised enough to meet their needs. They receive a series of intensive lessons every day from specially trained Teaching Assistants and senior leaders. The programme is bespoke to individual children and derives from the Reading Recovery model. CPD is essential to this programme and all SRP teachers receive CPD. The programme will typically last between 12-14 weeks. The children need to learn three-to-four times faster than their classmates to catch up and after the intervention their progress should continue in line with their peers.

### Wave 3: Reading Recovery

Reading Recovery is designed for children aged five or six, who are the lowest achieving in literacy after their first year of school. These children are often not able to read the simplest of books or even write their own name before the programme. They receive a short series of intensive lessons

with a specially trained teacher. Children in Reading Recovery have individual lessons for 30 minutes every day. The lesson series lasts for up to 20 weeks but is shorter for many children. The programme is different for every child, starting from what the child knows and what he/she needs to learn next. The focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to attend to detail without losing focus on meaning. The lesson series finishes when the child is able to read and write without help, at the appropriate level for their age. These children need to learn four-to-five times faster than their classmates to catch up and after the intervention their progress should continue in line with their peers.

### The strategies taught to be a successful reader

At Queenborough, we recognise that reading is a personal and highly complicated process. Every effort is made to give our children every chance of being successful readers. Following are the skills that we actively teach our children:

Reading conventions (direction of text, direction to turn pages)

Decoding and blending & knowledge of the alphabetic code: Letters and Sounds

Self-monitoring and self-correction

Rereading

Phrasing and fluency

Retrieval

Inference and deduction

Authorial awareness (point of view, linguistic choices, structural choices, context of text)

Empathy

Sight Words

### Early Reading and phonics

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. At Queenborough, children from Nursery to Year 3 are taught phonics through a systemised synthetic phonics program. The program that is used currently is Letters and Sounds. Letters and Sounds takes place daily and children are set across the lower school to ensure that they are learning at the correct phase.

### Phonics screening Test

The phonics screening test is used within years 1 and 2 as an assessment tool. The check will contain a mix of real words and 'non-words' to assess the children's decoding skills within Year 1. Children who have not met the standard in Year 1 will retake the check in Year 2. Interventions will be put in place for those children who need additional phonic support.

### Assessment

Given the importance and value placed upon reading at Queenborough, it is considered essential that assessment is regular and accurate. Therefore, every child in the school is assessed using the Assessing Pupils Progress (APP) grids for reading. Teachers use these grids to accurately determine the level of the children in their class across 7 assessment foci. These levels are collated by the Assessment Leader every term and reported to the Literacy Leader for analysis. As well as this, reading is assessed at the end of each key stage. Running records are also used to determine the accuracy rate at which the children read and whether their reading book is suitable. Running records

are also used as a useful tool to illuminate the problems that struggling readers might be facing and are used as formative assessment in order to teach the next steps. The Reading Recovery teacher supports class teachers with this close observation of reading behaviours wherever appropriate.

### Leadership and Monitoring

Monitoring of reading takes place through various means:

1. Observations of whole class, group and individual reading;
2. Pupil conferencing in which groups of children are interviewed about their view of reading;
3. One to one reading where the Literacy Leader or other Senior Leader listens to a child read to establish the accuracy of the reading level awarded and the suitability of the reading material. The child is also asked questions about their reading at this stage. (See appendix)
4. Learning walks to establish whether reading has been given a high profile within each classroom (displays, targets, book corners)

As reading is high priority, reading is led at a senior leadership level. The literacy leaders and Reading Recovery teacher work in conjunction to ensure that the provision of reading remains high profile and is of high quality. The Senior Leadership Team share responsibility, with the head teacher as a champion of reading within the school.

### Parental Involvement

We acknowledge that it is the job of school staff to teach a child how to read and to develop as a reader. However, we know that the best readers will also be reading within the home environment. Parents are encouraged to listen to their children read at home to build reading mileage. Children take books home regularly both from the reading schemes and free choice selections. In Key Stage 1, parents are asked to note comments relating to their children's reading in a two-way contact book. In Key Stage 2, this method has not proven as popular and pupils take more responsibility for logging when they have read. Parents are supplied with guidance from school about how to best support their children in reading, for instance, examples of questions that they can ask and how to praise specific elements such as intonation and fluency. The books that the children take home to read should be of an 'Easy' level. This will ensure that children are able to enjoy the books that they are reading with their parents as well as building their reading mileage; 'Instructional' level books should be reserved for when the children are taking part in the teaching of reading at school. We also ensure that there are opportunities throughout the school year for parents to attend school to listen to their children read such as our popular reading mornings. There have also been training sessions to assist parents with how they can support reading at home.