



The Manor Reading Policy

Key Document Details

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READING at The Manor School

At The Manor School we want children to:

- Read accurately and fluently for understanding and enjoyment
- Respond sensitively and critically to the texts they read: orally and written form
- Use reference materials confidently, for a range of purposes
- Select own choice of texts
- Make links between reading and writing

All children need to develop the following strands

- Enjoyment
- Vocabulary
- Phonics
- Comprehension

Opportunities for reading:

Reading Out loud

Within the range of reading opportunities, it is an expectation that children will be given regular opportunities to read aloud.

Shared/Modelled

Shared/modelled reading is a teaching strategy where a teacher teaches a specific reading skill/aspect and is incorporated across the whole curriculum.

The teacher models the process of reading and making sense of a text with a particular focus on aspects that support and relate to the lesson's objectives. This could be whole class or group level. The teacher uses a range of techniques to engage the children actively in the process of reading; helping pupils read for meaning and interrogate a range of text types in a discussion and response activity. It is an opportunity to teach phonics and word-building skills.

Pupils are enabled to read texts that are beyond their independent reading levels because the teacher is leading and supporting the process. Shared reading provides a setting for cooperative learning, developing motivation and enjoyment of reading.

Teaching Reading

Reading is taught 3-4 times a week, depending on the Phase being taught. The reading lessons involve exploring themes, contexts, background knowledge and reading and discussion of different texts with the chance to practise and improve comprehension skills. Children explore a range of texts and reading material that is presented to the children in a range of ways.

The reading objectives are linked with the writing intentions. This allows the children to see how reading and writing link. The structure of reading is split into 3 Phases and each Phase lasts for a week.

Pre-phase 1

The purpose of Pre-phase 1 is to give children background knowledge and context of their termly main text and genre of their final outcome. This phase focuses on engaging and preparing the children, using research, playing games, videos, exploring images and similar texts or extracts. As well as discussing how the text links to themselves, other texts and the world. Pre-phase 1 is taught during the Phase 3 Writing. While children are planning, writing, editing and revising their final outcome, their reading lessons focus on the above. This also allows teachers the opportunity to introduce supplementary texts and animations. Children also explore new and interesting vocabulary from their main text called 'The Word Taboo.' This informs teachers of the future words of the week for the term.

Phase 1

The purpose of Phase 1 is to expose children to literature which will support the teaching of Phase 2 Writing. Reading objectives are the focus and these link with the writing skills which will be taught in Phase 2 of Writing. This is using a mix of the main text and extracts from Pre-phase 1. It also begins to develop the children's understanding of how writing and reading link.

Phase 2

The purpose of Phase 2 is to develop comprehension skills and is focused on formal questioning. During both writing units, 'Look, Clue, Think, Word' questions are used to develop comprehension in Guided Reading. Using the concept of 'I do, we do, you do', teachers can model the expectation, support the children's answers which lead onto the children answering a similar set of questions independently. Sentence stems are provided for children to support their explanation/answer. Towards the end of Phase 2, if there is a particular reading skill which needs developing, this is an opportunity to do so.

Key Aspects

| <u>KS1</u> | <u>KS2</u> |
|--|--|
| 1a draw on knowledge of vocabulary to understand texts | 2a give / explain the meaning of words in context |
| 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information | 2b retrieve and record information / identify key details from fiction and non-fiction |
| 1c identify and explain the sequence of events in texts | 2c summarise main ideas from more than one paragraph |
| 1d make inferences from the text | 2d make inferences from the text / explain and justify inferences with evidence from the text |
| 1e predict what might happen on the basis of what has been read so far | 2e predict what might happen from details stated and implied |
| | 2f identify / explain how information / narrative content is related and contributes to meaning as a whole |
| | 2g identify / explain how meaning is enhanced through choice of words and phrases |
| | 2h make comparisons within the text |

Progression in Reading

Teachers will use their discretion to decide whether all children need to complete each of the questions as a whole class. As children develop greater confidence and understanding, some may be able to work independently to answer questions. At The Manor, we would expect the previously highest attaining readers to be given opportunities to explore rich and probing discussions collaboratively and work on multilateral questions that challenge and encourage them to think deeply about what they read.

Texts are chosen carefully and where appropriate a range of texts may be used to support the rapid graspers. Equally, a range of texts may also be utilised to ensure inclusion and access for all children within the class. Where deemed appropriate, children working outside of the expected standard for their age may receive instruction pertinent to their own designated needs.

SEN P levels- Additional Reading time with TA during sessions promotes progress with a particular emphasis on decoding in KS2 so that children may access age related learning in class as swiftly as they are able.

The Manor School reading progress chart

| Book Band/ Colour | Words | Phonics Phase | NC level | Normal Range of Achievement during the year <i>and</i> for year group at end of year |
|----------------------|--------------|------------------|-----------------------|--|
| 0 Lilac | 0 | | | |
| 1 Pink | Under 25 | Phase 2 | Working towards L1 | EYFs |
| 2 Red | 25-45/ 45-80 | Phase 3 | Working towards L1 | EYFS, Y1 |
| 3 Yellow | 80-120 | Phase 3/4 | 1c | EYFS, Y1 |
| 4 Blue | 100-200 | Phase 4/5 | 1c/1b | EYFs, Y1 |
| 5 Green | 200-300 | Phase 5 | 1b | Y1, Y2 |
| 6 Orange | 300-450 | Phase 5/6 | 1b/1a | Y1, Y2 |
| 7 Turquoise | 450-600 | Phase 5/6 | 1a | Y1, Y2, Y3 |
| 8 Purple | 600-850 | Phase 6 | 2c | Y2, Y3 |
| 9 Gold | 850-1100 | Phase 6 | 2b | Y2, Y3, Y4 |
| 10 White | 1100-1500 | | 2a | Y2, Y3, Y4, Y5 |
| 11 Lime | 1500-2000 | | 3c | Y2, Y3, Y4, Y5, Y6 |
| 12 Brown | Over 2000 | Year 3 | 3b | Y3, Y4, Y5, Y6 |
| 13 Grey | | Year 4 | 3b | Y4, Y5, Y6 |
| 14 Dark Blue | | Year 5 | 3a | Y5, Y6 |
| 15 Dark Red | | Year 6 | 3a | Y6 |
| 16 Black | | Year 6 + | 4c | Y6 |
| | | | 4b-5 | |

* Older titles, e.g. Biff, Chip and Kipper stories, may not always fall into the correct book band.

Note: When pupils reach the end of the lime book band they should be free readers. After that, each band from brown to black, is a guide to the band for each year group.

Risky Reading

Throughout The Manor School, teachers include Risky Reading opportunities. These opportunities encourage children to take a risk when access a text. In most cases, texts will be chosen because the vocabulary they include is complex and challenging for the children to make meaning from. This is particularly important for Year 5 and 6 to build resilience. Other examples of Risky Reading include discussion-based inference activities where a range of illustrations are used. Children use evidence to draw inference, conclusions, make predictions and summaries what they see; making meaning and using their inference skills.

Risky Reading may also place constraints upon children, such as setting time challenges to focus on fluency and stamina. The aim of Risky Reading is to challenge children and encourage them to tackle texts they may perceive as challenging when reading independently.

1 to 1 reading:

Across the school, SENd, PP and children not reaching age-related expectations (as identified in progress review and 100 Day Plan meetings) read 1 to 1 with an adult. Teachers regularly listen to, assess, teach, conference to check preferences and attitudes, check progress and book knowledge.

Independent:

Children are given opportunities to access a range of age appropriate texts from class libraries, the whole school library and online reading material. In addition, independent reading is promoted through, World Book Day, National Story Telling Week and the Summer Reading Challenge. Drop Everything and Read sessions take place throughout the school which offer children time dedicated to reading for pleasure independently with a focus chosen by the teacher.

Class Reader:

A class reader is an opportunity for the teacher to read aloud to the class, modelling reading aloud, developing listening skills, concentration and enjoyment. It is expected that teachers read a range of texts to their classes and this list supports teachers in their choices. Class Readers may also be chosen based on writing outcomes so that skills are transferred across the English Curriculum to promote breadth and depth of the application of knowledge.

Performance Reading:

This will come from reading a performance poem, a play script or text which provides a stimulus for drama activities e.g. reading a performance poem and acting it out. Children will have opportunities to give and receive feedback about the performance.

Vocabulary enrichment:

We recognise that children at The Manor often come to us with underdeveloped vocabulary. Providing an enriched vocabulary environment will be a focus for every teacher so that by the end of the year ambitious vocabulary is being used by pupils at an appropriate level. This can be achieved through:

- Rewards for using ambitious vocabulary
- Teachers modelling word choices
- Linear and shades of meaning word lists eg. Sad/unhappy, gloomy, miserable, dejected, desolate/devastated
- Exploring synonyms and antonyms
- Word chains passed around a group
- Word mats/banks including topical and technical vocabulary
- Regular use of thesauri at appropriate stages
- Word Taboos (Pre-phase 1 activity)
- Word of the Week

Assessment:

Whenever possible assessments will be carried out by the class teacher to ensure that future planning can effectively address misconceptions and next steps.

'Head Start' assessment is carried out 3 times a year to support teachers with data point judgements.

Reading Incentives

Extreme Read:

Extreme Read is an annual competition which challenges children to read in an unfamiliar and unusual setting, promoting the attitude that reading can happen in any location in any circumstance. Winners are chosen from year groups throughout the school and all entries are displayed once the competition entry date has closed. Winners receive a prize to recognise their creative and positive attitudes which serve as an incentive.

Home Liaison

Reading Records

Every child at The Manor Primary school receives a Reading Record when the school year commences in Term 1. These records enable parents and teachers to maintain a regular dialogue with each child.

Parents are provided with a **comprehension key aspect** focus sticker for the term, they are encouraged and expected to make entries using modelled responses created by the class teacher and TA which are shown in green pen. The Reading Record promotes discussion and engagement with texts that children bring home from school.

It is our aspiration that Reading Records serve as a diary of each child's learning journey, enabling them to show evidence of their interactions with what they read. They are primarily measures of engagement and attitudes and not focused on recording reading frequency or decoding errors.

Appendix A

Range of Reading

Y1/2

Key Stories as identified in the reading lists.

Fairy Stories

Traditional Stories

Non- Fiction books

Poetry

Y3/4

Fairy Stories

Myths and Legends

Poems and play scripts (read aloud and performed)

Different forms of poetry (classic, free verse and narrative)

Y5/6

Wide range of books including

Myths, legends and traditional tales

Modern fiction

Classics

Other cultures and traditions

Poetry

The above text types are taken from the NC 2014 but additional texts, such as stories from other cultures and traditions that reflect our ethnic population are also introduced across the school.

Appendix B

Key aspect questions linked to the National curriculum KS1 and KS2