



READING POLICY

Intent

At Gascoigne, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge.

At Gascoigne, we believe that the ability to read is vital to pupils' learning and progress across all areas of the curriculum, for the opportunity to be independent and in their future life choices. It is crucial in developing children's self-confidence and motivation.

Reading is central to our capacity to understand, interpret and communicate with each other and the world around us. It should be a source of pleasure and enjoyment as well as the key to taking part in a range of activities. Because reading has a direct effect upon progress in all areas of the curriculum, reading is given a high priority at Gascoigne Primary School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, signs and newspapers.

Reading development is linked to that of spoken language and of writing. By reflecting upon, talking and writing about the stories and texts they encounter, pupils are better able to make sense of their own experiences of the world and their place in it; by considering the effects of language and structures used by writers, pupils are able to make deliberate stylistic choices in their own writing. The best readers are the best writers - we read as writers and write as readers!

The Four Principles

The following four principles underpin our intent at Gascoigne.

1. Reading widens our World.

Through the teaching and learning of reading and exposure to a variety of different texts, our children will acquire knowledge and an understanding of our world. Non-fiction texts especially, broaden our children's understanding of our world's history, how our world works and how to interpret it.

2. Reading questions our values

Through the teaching and learning of reading and exposure to different types of texts, our children are led to question, analyse and explore their values and how they manifest as part of their character.

3. Reading explores ourselves

Through the teaching and learning of reading and exposure to different types of texts, our children are encouraged to learn more about themselves. Who they are? Where they came from? What is their place in this world, their community and heritage.

4. Reading affirms our rights

Through the teaching and learning of reading and exposure to different types of texts, our children are reminded of their rights and that we are a Rights Respecting School. Reading encourages a conversation about our rights and many themes and issues, which come to light through reading, are addressed and discussed.

Our aims at Gascoigne are as follows:

- To provide children with a range of reading skills and strategies to enable them to read confidently with accuracy, fluency, understanding and enjoyment.
- To develop in children a positive attitude to reading so that they read for enjoyment and develop a life-long love of books.
- To ensure that all children have access to and experience of a wide range of literature including stories, plays, poetry, myths and non-fiction texts.
- To enable children to independently understand and respond to literature drawn from a range of cultures and literary heritage.
- To ensure no opportunity is missed in fostering in children life-long curiosity and enabling them to develop research skills to feed that curiosity by using, the library, e-books, class texts, internet etc.
- To develop children's ability to make self-assessment through reflecting on their reading, forming informed opinions and being able to articulate them.
- To monitor reading progress effectively in order to maintain high levels of attainment and identify strengths and weaknesses.
- To ensure that children with reading difficulties are identified early and support is given promptly.
- To work in partnership with children and parents/carers in order to develop each child's full fluent reading potential.

Implementation

Teaching and Learning of Reading at Gascoigne

At Gascoigne we are following the 2014 National Curriculum for the teaching and learning of reading skills. We are committed to raising the standards of children's reading to ensure that all children are progressing and achieving at least in line with national expectations. The curriculum will be monitored by the English Leader of Learning to ensure that it is being used effectively to provide challenge, stimulation and excitement to improve the standards of reading from Year one to Year six. In EYFS the SLT Link for EYFS will monitor the standards in reading.

Gascoigne Primary School believes that two distinct but related processes are involved in teaching children to read: learning to recognise words and developing language comprehension. Both are essential for developing life-long successful readers. It is imperative that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Strategies for teaching reading

In order to start reading, children need to have a variety of reading skills in place. These early reading skills include matching, rhyming, awareness of phonics and the skills associated with language development such as listening, attention, alliteration and sound discrimination. In the EYFS and KS1 (where needed in KS2), children are taught daily, discrete phonics lessons through the Read, Write, Inc programme. (See Phonics policy)

EYFS

In the EYFS, children have opportunities to develop their communication, language and literacy skills, daily, in both adult-led and child-initiated activities. Early reading and phonics are at the heart of the EYFS curriculum. We have triangulated our approach to reading. The three main areas are: Phonics, Hearing stories (focusing on story language, introducing new vocabulary and discussions around “meaning” in texts) and Reading in the environment (language-rich) Regular story times develop a love for books. The core stories are used in teaching and read repetitively so that children have memorable knowledge of quality stories. Although these stories are core to our curriculum, children are also immersed in a wider range of books and stories through the provision in the environment, e.g. role play/storytelling sessions, character visits and dress up days. At Gascoigne we use the “Helicopter Story”- approach to further develop children’s communication and language and storytelling skills. Whole class reading sessions provide a context for the teacher or Nursery Nurse to model the skills of a proficient reader, including reading with fluency and expression.

EYFS

- Shared Reading, using a big book or text on the interactive whiteboard, with small groups or the whole class; Literacy activities are planned around a core text for 2 weeks
- Reading aloud – daily (during adult-led sessions or during child-initiated activities)
- Guided reading sessions in Reception: Linked to Colour bands and works in a carousel format with groups of children. Daily opportunities for children to work with staff to further develop their fluency and comprehension, developing knowledge of Common exception words, reading independently/paired, etc (Nursery: 1:1/small group sessions where appropriate)
- Daily phonics lessons, using the Read Write Ink scheme (Nursery: Spring term and not for Rising threes)
- Children’s Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities;
- Home Learning involving reading/story telling/Chatter challenges.
- Bug Club, using online reading books carefully selected to match the reading abilities of each child;

Key stage 1 and Key Stage 2

- Shared Reading, using a big book or text or with small groups or the whole class in KS1.
- Whole class reading of the same text and colour band book reading in small groups, including teaching a range of reading strategies and comprehension in KS1.
- Daily phonics lessons, using the Read Write Ink scheme in KS1.
- Whole class reading, including use of the core text.
- Whole class reading of the same text, to include teaching a range of reading strategies and comprehension.
- Comprehension activities 4 times per week in KS2 and at least 3 times per week in KS1.
- Frequent readers on a 1:1 basis, for those children who need to ‘catch-up’ with their peers/ chronological age.
- Bug Club, using online reading books carefully selected to match the reading abilities of each child.
- Reading intervention groups.
- Reading of texts linked to topic work.
- Reading for pleasure opportunities.
- Reading aloud by the teacher or another adult.
- Visits from the local librarian.
- Library visits, including the school library and local Barking library.
- Children’s Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities.
- Extra activities to raise the profile of reading, linked to different themes, such as Pyjama Reading.
- Reading Champions, where children are encouraged to read avidly and are rewarded and praised the more books they read.

- Home Learning involving reading on a daily basis.

Whole Class Reading

Whole class reading (WCR) is for all children who are in Year One to Year Six. These children are able to self-monitor independently or in mixed ability support pairings. Whole class reading takes place four times per week in KS2 and at least three times per week in KS1. Teaching of reading is different to guided reading as its purpose is to teach the skills involved in being a good reader in the best way possible for those children in that class, rather than sticking rigidly to having ability groups that circulate through a carousel of activities. That is not to say that WCR cannot be made up of a carousel of activities or be ability grouped at times, providing that that approach is the best way to teach the objective selected. The traditional Guided Reading approach to teaching reading may still be most appropriate for younger children in Key Stage 1. However, once children are able to read with a degree of fluency (i.e. not sounding out every word) this model becomes increasingly redundant. Teaching whole class sessions allows the teacher a greater amount of time on focused skills rather than skimming over them. It also allows the teacher to work with the children that need it the most at that time. Differentiation can be achieved in many ways: the difficulty of the text the children are working on; the questions the teacher is asking them; the level of support they are receiving. The outcome of the lesson is often written but not always. Teaching the whole class, the same objective removes the problem of independent groups, it allows the teacher to focus on one objective in depth and better prepare children for the expectation of written responses at the end of KS1 and KS2.

Weaker Readers

The ability to decode texts is vital if children are to become effective readers. If they can't do this, support must be put in place so that they are able to do this confidently. Key Stage 1 children have dedicated phonics sessions daily and children who did not pass the phonics screening on the second receive support in Key Stage 2 if their ability to decode is still impacting them as a reader. Further support is given to children daily to those children that have not yet mastered the ability to decode or read with a degree of fluency in KS2.

Reading Aloud

This is particularly useful for those children who are not the most fluent readers as they can still develop their reading skills (evidence, infer, retrieve, summarise, evaluate, predict) without being limited to what they can decode. This may involve listening to the teacher or peers reading, using pictures or short films, mystery boxes/or bags, investigating crime scenes etc. All teachers will read aloud to their classes, at least three times per week, using a range of books. Children will also have the opportunity to share their written work by reading it aloud to their peers. Finally, middays will also ear children read every day just before the start of lunchbreak.

A CULTURE OF READING

Developing a culture of reading at Gascoigne is fundamental to the progression of the children not only in reading but across all other subjects.

In classrooms teachers will place a high value on books and reading by:

- Ensuring that the classroom has a well-designed and looked after book corner
- Caring for books through the use of school and class librarians
- Finding opportunities for children to read independently
- Ensuring that daily reading aloud of aspirational and engaging texts happens at the end of everyday
- Reading displays (e.g. Reading Champions)

The school will provide additional events and activities to widen the scope of reading such as:

- Regular trips to Barking Library and fortnightly visits to the School Library
- An annual Book Week that celebrates reading
- Reading Champions Celebration assembly

Book Corners

Class teachers will be responsible for creating an innovative and exciting theme for their book corners to highlight the importance and enjoyment of reading. The book corners will have a range of fiction and non-fiction books. The displays will be interactive and incorporate children's responses to books they have read or heard read.

Book Corners Book corners are a staple of every classroom at Gascoigne Primary School. Teachers are expected to organise their book corners at the start of the year and maintain them with the help of the children. They will be responsible for creating an innovative and exciting theme for their book corners to highlight the importance and enjoyment of reading.

Book corners should contain the following:

- The book corners will have a range of fiction and non-fiction books.
- A range of age-related texts (with options that will stretch and challenge as well as some texts that can be accessed by lower ability readers).
- A comfortable space for children to sit and read – this could involve soft seating, cushions, beanbags, rugs etc.
- Key questions that children can think on when they are reading independently.
- Something that the children have created – this could be book reviews, class anthologies, reimagining of book covers, etc. These will be added to throughout the year.
- A system for organisation for texts that is appropriate and accessible for the children to use.
- The displays will be interactive and incorporate children's responses to books they have read or heard read.
- There will be an author focus display

Reading Champions

At Gascoigne we have the Reading Champions incentive to raise the profile of reading at home and in school. Reading Champions is a whole school initiative that encourages children to read books and submit to the TLA / Teacher or Reading Champion monitor a book review for each of the books read.

Every class in the school has a Reading Champions display. The display includes a Reading Champions heading and 6 trophies: A bronze trophy (10 books read) Silver trophy (25 books read), Gold Trophy (50 books read) and Platinum trophy (75 books read), Double Platinum (150 books read), Triple Platinum (300 books read).

The children's names are displayed and when a child has submitted a total of 10 book reviews, which are of a high standard, the child's name is placed on the Bronze trophy. If a child has submitted 25 book reviews in total, the child's name would be placed on the Silver trophy and so on. Once the child's name is placed on the trophy a certificate is then given to the child and is presented at the Reading Champions Assembly. In addition to the above, the display should also have examples of children's book reviews, which have been completed to a high standard. It is important that we celebrate the children's efforts. In addition to submitting book reviews, children can achieve the equivalent of a book review if they complete reading an e-book on Bug Club and associated comprehension.

Home School Reading

Developing strong links between home and school reading is vital in ensuring children become lifelong readers. The school will support parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly for both independent reading and books to be read aloud. In

addition, every child will have a reading record book which can be updated by the child, parent or any other person the child reads to or is read to.

Independent Reading

At the learning to read stage, an adult will listen to children read individually. This will provide opportunities for children to practise reading strategies: self-monitoring; re-reading; reading on; cross checking and searching for information, behaviours: know that print goes left to right; read fluently without finger pointing; read longer phrases and more complex sentences.

Children will be able to choose colour band books in order to ensure that they are taking home books that are appropriate to their reading ability, as directed by the teacher. These books will be changed once the child has read these fluently. This should be no longer than 1 week.

The end of year expectation of the colour band books are as follows:

End of Reception	Blue Band
End of Year 1 –	Turquoise Band
End of Year 2 –	White Band
Free reading - Lime –	Dark Blue

Children will become 'free readers' when they have acquired the decoding skills to read fluently. Children who are free readers, will be expected to choose their own books and/ or other reading materials (magazines, newspapers etc) from a range of sources, such as book corners and school library.

In KS1 children will be issued with a library book once a week. In KS2 children will visit the library on a fortnightly basis. A running record of the books that have been read will be kept in the Class Home Book Folder. Visits will also be arranged for the local library. Children will also have access to Bug Club where there is a wide range of e-books with appropriately set questions to develop comprehension skills.

Reading Aloud and Reading Overtime - Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, asking their child comprehension questions and by promoting a home environment in which books are valued.

Parent reading workshops take place from Nursery to Year 6, to support parents and carers, with the above. They are encouraged to write in their child's reading record, when they have heard them read, to support the communication between home and school. Furthermore, parents and carers are invited in to read with children, at various points throughout the year. Children and families are also encouraged to take part in the local library Summer Reading Challenge every year, starting and finishing with visits from the local librarian. We further encourage parents to register the whole family with and visit the local library. In addition, parents receive guidance from teachers and teaching and learning advocates (TLAs) on what the end of year expectations are for reading and how they can further support their child.

Library books and Parent / Carers

Children from Reception to Year Six will visit the school library.

- Lower down the school children will see this as an opportunity to choose a book that they might not be able to read independently but would like to share with their parent or carer; a bedtime story.
- Higher up the school children will be encouraged to select a book from the library that they find interesting, want to share with someone at home, is challenging, etc. Unfortunately, children in Year 5 and 6 rarely, if ever get a chance to read with parents and staff need to actively encourage this.

Impact

Reading in our school is progressive, challenging and planned to meet the needs of our children. By the end of KS2 our children have made above average progress (Gascoigne is in the top 20% of schools nationally for progress in reading 2019). Pupil voice tells us that our children are enthusiastic, independent and reflective readers across a wide range and types of literature. Assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading. At the same time, we provide books to ensure that children read for pleasure and learn to love reading. If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through assessment and record keeping.

Assessment and Record Keeping

Assessment is used to inform the planning and teaching of reading. In our school we use Formative, Diagnostic and Summative assessment to inform how well our children are reading, identify their next steps and plan accordingly.

In EYFS, children are assessed according to the EYFS framework (Development Matters). In addition, we use the Early Print Concepts, regular phoned phonics assessments. From Spring term, the PM Benchmarking running records are carried out once children are able to read.

In KS1 and KS2 the PM Benchmarking running records are completed on an ongoing basis for children who have not reached 3S or Lime book band. The teacher analyses the running records and uses it to assess appropriate book banding, strategies and plan next steps.

We assess reading strategies as well as reading comprehension, using the school's "I can statements" document, which is based on The National Curriculum. The reading I can document assesses the following:

- Reading and spelling of words
- Themes and conventions
- Comprehension: Clarify
- Comprehension: Monitor and summarise
- Comprehension: Select and retrieve
- Comprehension: Respond and explain
- Inference
- Language for effect
- Joy of Reading

Assessment against these domains takes various formats:

- Ongoing assessments using "Reading - I can statements". Formative assessment takes place on a daily basis through AfL to inform planning and teaching, and children's progress against the "I can statements".
- KS1 (and some KS2 pupils) half- termly phonics tracking assessment, in which children are assessed against the RWI steps phases and gaps in learning are identified;
- Class Home Reading Record Folder tracking sheets to log the number of books children are reading and have read.
- Reading record books, in which parent/carers and staff note children's reading achievements and any areas on which they need to focus;
- Yearly Phonics Screening Check at the end of Year 1, which is then repeated at the end of Year 2 for those children who did not meet the threshold mark;
- SATs Reading Test at the end of Key Stage One (Y2) and end of Key Stage Two (Y6), as well as optional summative assessment in Years 1, 3 – 5;

- Attainment is recorded using the following terminology: Beginning (B), Beginning + (B+), working within (W), working within + (W+), Secure (S), which is the end of year age related expectation and Secure + (S+), which is above age-related expectation.

Average Attainment steps timelines:

- Beginning (B) = end of October;
- Beginning + (B+) = end of December;
- Working within (W) = end of February;
- Working within + (W+) = end of April;
- Secure (S) = End of June/ July.

Pupil progress meetings, between YGL / Class teachers and Assessment Leader, take place regularly, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps.

The Reading Leads will monitor and evaluate the teaching and learning of reading in school.

Vulnerable Groups

All children have particular learning needs, including SEN and More Able. Steps are monitored at the end of each phase (see section above 'Assessment and Record Keeping'), as well as through formative classroom assessment, and provisions are put into place to support identified children, such as Wave 2 and Wave 3 support, pre-teaching, booster classes and book clubs. Reading materials are carefully chosen to meet the needs of all children, particularly those who need extra support or challenge.

Monitoring of the Policy

We are aware of the need to monitor and update the school's Reading Policy on a regular basis so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy at least once every two years. The members of the Senior Leadership Team with responsibility for reading are Ms Ferreira (Primary Year One – Year Six) and Mrs Buchner (EYFS and Early Reading).

Reading throughout the school and how it reflects this policy, will also be reviewed throughout the year in the following ways:

- Governor's work scrutiny;
- SLT/ YGL - planning, recorded learning, assessment scrutiny;
- Learning walks.
- EYFS/KS1/KS2 external moderation;
- EYFS/KS1/KS2 internal moderation;
- Moderation with other schools.

Ratified by Governing Body: February 2020

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