



Further Reading Policy

Last updated: January 2024 By Suzanne Shires, Further Reading Leader

To be reviewed: January 2025

Signed by:

Alison Halley

Headteacher

Date:

Andrew York

Chair of governors

Date:

Contents

Further Reading (Year 2-6)	3
Intent	3
Implementation.....	4
The Teaching of Reading	4
Independent Reading.....	7
Reading Intervention	7
Greater Depth Readers	7
Parental Involvement.....	8
Impact	8
Assessment and Recording	8



Further Reading (Year 2-6)

Intent

At Horbury St Peter's and Clifton Primary School, we promote our School Vision and supporting SPIRIT. The teaching of phonics and reading in particular encourages our children to value the importance of:

Inspiration, Inquisitiveness and Perseverance

as they explore the world of books and reading while applying their skills to become lifelong readers.

We intend to create confident readers who have the ability to develop a deep and true understanding of what they read and appreciate the importance and value of reading for pleasure. We aim to foster and promote a love of reading, fluency and a secure ability to comprehend information

We value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and our intent is to promote the following:

- To foster a love of reading and enjoy reading for pleasure
- To develop curious learners who read confidently and fluently and seek to acquire knowledge independently
- Give our children the reading skills they need to access all areas of the curriculum.

At Horbury St Peter's and Clifton, we consider ourselves a community of readers. Therefore, we expect all adults to model and communicate their love of reading in the following ways:

- Story time
- Opportunities for silent reading time
- Shared and guided/whole class reading
- Providing exciting reading areas that inspire our children to read
- Reading with the individual children who need our support the most

We believe that every child should be able to immerse themselves in a book and feel represented, valued and celebrated.

Implementation

The Teaching of Reading

Reading is a multi-strategy approach in understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should:

- Develop the ability to read aloud with expression;
- Develop the ability to read silently, fluency and with stamina
- Develop the ability to read for meaning;
- Be encouraged to read a wide range of fiction, poetry, non-fiction and materials from other sources;
- Be taught a range of skills for understanding texts

Whole Class Reading

In whole class reading the teacher's role is to teach the skills the children need to become good readers and encourage children to be actively involved in reading in the moment. During whole class reading the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to deeper understanding of the text. Whole class reading should have a specific focus and all children should be included where possible.

Careful study and immersion in whole class reading takes place four times a week and also through the reading of information texts related to other curriculum areas. Whole-class reading is taught using highly-engaging and challenging reading materials. It is also necessary to have additional sessions for the explicit teaching of comprehension and SPAG skills. Provision is made for children who require extra support through specific intervention programmes and differentiated class teaching/independent tasks.

Day 1	Day 2	Day 3	Day 4
Big Read & Vocabulary	Prosody	Understanding	Big Question
20-30 Minutes Teacher to read a large section of the book, this should take around 15 minutes. Vocabulary – going through the meaning of tier 2 and 3 words that children may not know the meaning of. Background information – expose children to background information they may not know through images, videos and teacher explanations.	20-30 Minutes Teacher to model reading with prosody as appropriate to the text. To follow the chunking and scooping model. Teacher break down a part of the text. Read it with prosody and then the children repeat the chunk. Continue then scoop the sentence/section back together. Children then work in pairs to practise prosody reading and perform their section back to the class.	20-30 Minutes Dissection of text in detail – focus on the use of language and grammatical feature with annotations on the impact on the reader. Children to then complete questions based on the text this can focus on specific domains (Years 3/4) or mixed domains (Year 5/6). Questions should be in test style format. Questions based on retrieval, vocabulary, summarising, prediction.	20-30 Minutes Big question asked. Discussion and explanation of what the question is asking and how it should be answered. Text comprehension – teacher to model answering of comprehension questions based on text linked to either inference or explaining. Children to then answer question. Move on to answering more than one of similar style questions in year 5 and 6.

Frequency of Reading Sessions

Implementation of Reading Summary	
Year Group	Reading sessions per week

Year 2	Whole Class Reading (plus Little Wandle intervention)	x4
Year 3	Whole Class Reading	X4
Year 4	Whole Class Reading	X4
Year 5	Whole Class Reading	X4
Year 6	Whole Class Reading	X4

Text selection

During the 4-day process, teachers will use a variety of extracts, stand-alone short texts or excerpt from novels. Teachers have carefully selected the text and these are detailed on each year groups long term plans.

Developing a culture of reading

Class Novel

The class novel is read to the children where they follow and join in. It is vital that this is done consistently, every day for 15 minutes at least 4 times a week. Class novels can be utilised for writing learning journeys as well as be used to take excerpts for reading lessons.

Home Reading

Children are expected to read for 15-20 minutes a day at home and write a comment as evidence of this in their home reading log. Children will be given access to books at an appropriate colour-banded level, which is in line with their reading age and maturity, and they will take these home on a daily basis along with their reading record.

Choosing books for home reading

Children have a wide range of books and genres to choose to take home to read. We must however, monitor what books are being selected by pupils to ensure their appropriateness. Teachers should record the colour level/stage children are reading and monitor book choices and encourage progression on to the next level where needed. Children's individual reading at home will be monitored by staff and supported by classroom assistants. Each time a child reads at home, a comment should be written in the reading record. Where children do not read regularly at home, teachers will arrange for them to read individually at school to parent helpers, classroom assistants or older children.

Throughout school, home reading record books will be collected once a week to monitor each child's reading and give out reading raffle tickets in line with our whole-school reading reward scheme 'Read to Succeed'.

Display and Reading Areas

Classrooms and all school areas should provide a print rich environment to promote the importance of reading. Reading displays should form a part of that environment. Book areas in classrooms should be clearly organised with books forward or spine facing, the books should offer a range from fiction, nonfiction, poetry and topic related books. Suggestions of other books to read and a wide range of authors available. Examples of such displays may include – book corners, collections of favourite books attractively displayed, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm.

Book areas are of tremendous importance. They are inviting, engaging places for children to enjoy developing their reading skills. Selecting their own choice of texts is an important part of developing pupil independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences; a vital skill for GD readers at both key stages.

Independent Reading

Children are given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

There is daily opportunity for periods of silent reading time where Everyone is Reading In Class (ERIC). Eric time allows everyone to stop and enjoy a period of silent reading and promotes the love of reading.

Children should have access to a wide range of books including fiction and non-fiction via their reading areas and library as well as from texts brought in from home.

Reading Intervention

Children who are within the lowest 20% of the class and/or SEN will read to an adult in school at least three times a week.

Individual class teachers will use either the guided reading banded books or Little Wandle keep up programme for interventions. Guided reading banded books will be used for fluency, stamina and comprehension, whereas Little Wandle books would be used for phonics. Children may be assigned 1:1 time or work in small groups based on provision map targets. Consultation with the school SENCO is essential to ensure children are placed on programmes appropriate to their needs.

Greater Depth Readers

Challenge for our greater depth pupils is provided through careful planning and questioning within sessions. Whole class reading texts are selected with the ability to

challenge and extend the most able readers. There are books within each classroom to challenge able readers and children are able to select the books they wish to read.

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. We strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record books.

When updates are required, parents are informed via the school website and newsletters.

A school handbook "How we read at St Peter's and Clifton" will be available for all adults who hear children read in school. This will ensure that everyone is using the same techniques for teaching reading.

Impact

Assessment and Recording

Formative Assessment

As part of the ongoing teaching and learning process, teachers will assess children's understanding, achievement and progress in reading against the national curriculum objectives on our recording system OTrack. Assessment may be based upon a variety of evidence including observation, questioning, informal testing and the marking and evaluation of work. This will inform day-to-day teaching and learning and provide feedback to children. OTrack is used to record these judgements every term.

Purple = Taught and working at greater depth

Green = Taught and understood

Orange = Taught and showing signs of understanding

Red = Taught but not understood

Grey = Not taught or pupil was absent

Summative Assessment

Summative assessments are entered into OTrack at the end of each term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, working towards or working at greater depth. Reading assessments are completed termly to provide another piece of evidence to support their summative assessment judgement. These are analysed by teachers and used to inform future planning.

Reading Assessments			
Year Group	Autumn	Spring	Summer
Year 1	N/A	NFER	NFER
Year 2	NFER	NFER & SATs	End of KS1
Year 3	NFER	NFER	NFER
Year 4	NFER	NFER	NFER
Year 5	NFER	NFER	NFER
Year 6	SATS	SATs	End of KS2 Statutory assessment

At Horbury St Peter's and Clifton Primary School, we strive to promote a positive reading culture where books and the love of literature is both celebrated and valued. By the time children leave St Peter's and Clifton, they are competent and confident readers who have the skills needed to be lifelong readers. They can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. We promote reading for pleasure as part of our reading curriculum and children are encouraged to develop their own love of genres and authors. They also read books to enhance their knowledge and understanding of all subjects in the curriculum, and communicate their research to a wider audience. Our intended impact is that all pupils are academically prepared for life beyond primary school.

Suzanne Shires

Further Reading Leader

Reading allows all children to become immersed in other worlds... both real and imagined!