

Clee Hill Academy Reading Policy

Date: December 2020

Review date: December 2022

Aims

At Clee Hill Community Academy, we believe that achieving a good standard of reading is fundamental in preparing children for life as successful citizens in Modern Britain.

The national curriculum programmes of study states that 'schools should do everything to promote wider reading', Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge and pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.

"It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their secondary education." NC

We are committed to ensuring that this happens and this policy clearly states the way that reading is taught in our school.

The simple view of reading Research has shown (the Rose review and 'Reading by six), that children learn best when schools follow this model of teaching reading. Therefore this is the structure that we follow in the teaching of reading in our school.

1. Word reading - Children need to be taught the 'route to decode words' by following a structured phonics programme.
2. Comprehension (both listening and reading) - When children become proficient at this they need to read appropriately challenging books, with a focus on developing comprehension skills.

What does reading look like at CHCA?

At Clee Hill Community Academy, every child experiences high quality reading teaching through:

- phonics/letter & sounds teaching. These will be well-matched to the child's understanding.
- individual 1-1 reading to another person. (This could be a teacher, teaching assistant or a volunteer)
- guided reading sessions lead by a teacher or teaching assistant
- whole class guided reading. This will include VIPERS/ ERIC questioning.

Specifically, we intend for our pupils to develop the two dimensions of reading: Word reading and comprehension (see planning in appendix 1).

In lower years across the school, the main focus is on decoding a text. Later on, the main focus is comprehension. When the children move up the school, the balance of decoding and comprehension changes.

Word reading/ decoding

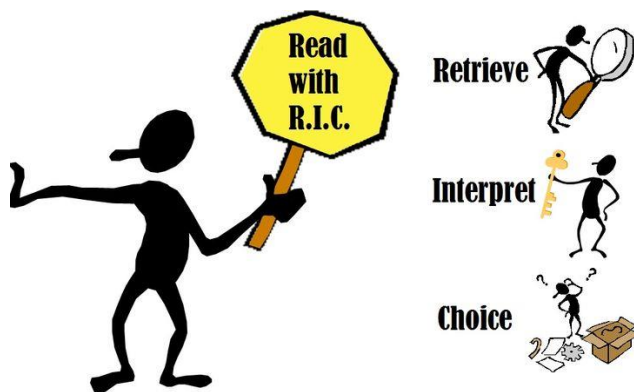
Synthetic phonics (Actions for each letter)

At Clee Hill we teach the children the skills needed for reading and spelling by following the Letters and Sounds scheme. Letters and Sounds is a fun and interactive way to support children in learning how to read and write. Each sound is accompanied by an action which helps the children to remember both more easily. Letters and Sounds sessions are timetabled daily for Nursery - year 2. [Refer to phonics policy](#)

Comprehension

During reading sessions, children will be asked a range of questions to embed their understanding of the text. At CHCA we use ERIC and VIPERS questioning techniques.

What is ERIC?



RIC is a character to help children remember the most important reading skills: **retrieval**, **interpretation** and commenting on authors' **choices**.

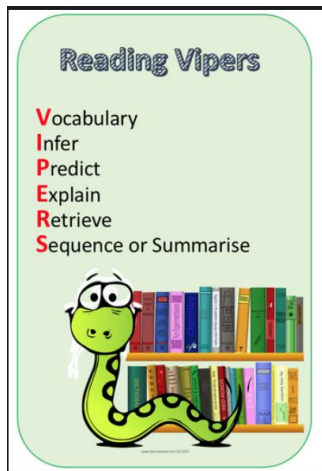
Explain: Discussing vocabulary in context and discussing understanding of whole texts

Retrieve: Finding Information in the text

Interpret: Inference skills with an emphasis on using evidence

Choice: Focus on author's choice of words and layout

What is VIPERS?



Individual reading books

Phonic Fish



As a school, we ensure that children will read **phonetically decodable** texts up to green reading level. These books will be marked with a Phonics Fish sticker on the front cover of the book. We encourage your child to sound out the words in the book.

Reading for pleasure



Children will also have a range of narratives, non-narratives, poetry and plays to read for pleasure. The books will be labelled with a sunshine and children may need adult support to read these books.

Reading levels

Reading books and guided reading books up to lime level are levelled according to book bands.

Up to green level, each child takes home a phonetically decodable book.

Within each book band there is a range of books from different reading schemes, as well as some 'real books'. Reading books have been sorted into boxes according to their book band.



The book band chart shows progression. Once children are finding 'lime' books easy with good understanding, they become a 'free reader', choosing books from their class book corner. Teachers monitor these children to ensure that the books they are choosing are suitably challenging and age appropriate. Each key stage 2 classroom has a levelling system to ensure children are reading books at an appropriate level.

PINK Year R	LILAC Year R	RED Year R	YELLOW Year R - Expected Year 1 - Below expected	BLUE Year 1 - Working towards	GREEN Year 1 - Working towards
ORANGE Year 1 - Expected	TURQUOISE Year 1 - Exceeding	PURPLE Year 2 - Working towards	GOLD Year 2 --- Expected	WHITE Year 2 - Exceeding	LIME Year 3

Reading journals

The children are provided with a home / school reading record. In class 5, these are reading journals in which children are encouraged to respond to the books they are reading.

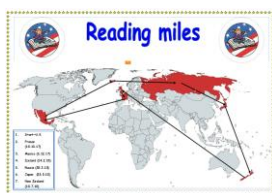
Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. They are encouraged to write in their child's reading record when they have heard them read, to support the communication between home and school. School fill in one side of the reading record and parents the other. Children need to read at least 5 times weekly at home in order to reach the minimum requirement and therefore complete their reading miles. PPG children are heard to read every day in school.



Reading Miles

Reading miles is a scheme to actively promote children reading frequently at home. Children can collect reading miles by reading for 10 minutes to an adult at home at night. The adult must sign and date the children's reading records to confirm that reading has taken place. The children can read any material e.g. newspapers, magazines, books, websites as long as it is for 10 or more minutes and to an adult. When children read 5 times at home each week, they collect a 'spotted reading 5 times at home' award. If ten are collected, the child receives a treat in school.

We hope that all children complete their reading miles at home. However, for pupils who are not managing to read at home at least five times a week, they will be an expectation for them to read for 5X 10 minutes the following week in their break/lunchtime, hence collecting signatures to achieve their reading miles. This will be reviewed every week so once a child is reading regularly at home again, they will no longer require additional reading in school. As a result, all pupils should reach their reading miles and this can be a whole school celebration. This is a 'treat' afternoon in school where they complete activities relating to the country.



Reading for pleasure and learning

Cross curricular reading



Books are displayed in the classroom for children to access which relate to the current topic. Incidental reading also takes place such as reading questions in lessons, instructions in DT, a language rich environment signs and prompts around the school.

Book fair

Each year, we run a book fair to give parents the opportunity to buy current reading material for the children to enjoy at home.

School Library

The purpose of the Library:

Is to provide children with a stimulating, yet relaxing environment, in which they feel comfortable in selecting texts and learning materials of their choice and to celebrate reading, both within our school and the wider community.

The main library is situated in a central area of the school and is utilised on a daily basis by classes, small groups and individuals. Year 6 children are chosen each year to become Pupil Librarians. These children give up their lunchtimes once a week to provide the library service to other children. They liaise with and are supervised by Mrs Richardson.

Children are permitted to borrow one book/resource from the library at any one time, thus promoting equal opportunities for all children within our school. Children are responsible for looking after and returning their library books. The librarian is efficient at ensuring that these loans are returned by the end of term.

A book barrow is provided and wheeled out at playtimes to enable children to have access to reading materials to read when they choose.



Community links:

- Teaching staff and Governors work together to arrange fun after school events to promote a love of reading and its importance in lifelong learning. These events include a 'Dads and Lads' and 'Bedtime Stories' evenings.
- Links with Ludlow Library are promoted with good success, such as can be seen by the summer reading programme run by Shropshire Libraries.
- We liaise with our local secondary school and together run a reluctant readers programme.

- We invite members of the community in to say how reading helps them in their career
- Mystery reader programmes take place where a 'surprise' adult reads a story to the class at the end of the day.

Book corners

All classrooms have an attractive, comfortable and inviting book area. There is a range of books, fiction and non-fiction, in a variety of genres and styles. The fiction books are selected to include quality texts and authors.



Book corners include strategies and prompts for what to do if you are stuck on a word.

<p>LOOK</p> <p>at the pictures</p>	<p>Get your MOUTH</p> <p>ready to make the first sound</p>	<p>SLIDE</p> <p>through the whole word</p>
<p>Spell</p> <p>the word out loud</p>	<p>Reread</p> <p>Does it LOOK right? Does it SOUND right? Does it MAKE SENSE?</p> <p>STOP, go back, and read it again.</p>	<p>SKIP hard words and then go back.</p> <p>Read... Skip... Go back and read.</p>
<p>Try a different VOWEL sound.</p> <p>a e i o u</p>	<p>Think of a RHYMING word you do know.</p> <p>"If I know c-a-t spells cat, then h-a-t must spell hat."</p>	<p>"Chunk it"</p> <p>Look for smaller words hiding inside.</p>

In Keystage 2, children are provided with sentence strings to help them talk about books.



We also use Bloom's taxonomy questions to promote effective questioning and a higher level understanding of the books read.



Children also recommend books for other children to read.

Reading for pleasure



At Clee Hill Community Academy, we love to read for pleasure. Here is a selection of some of the wonderful things we do.....

Extreme reading. Children are encouraged to read in different places at home and in school. Children are encouraged to share pictures of them reading in unusual places.



Book barrow. At playtimes, we have a book barrow that is wheeled out at playtimes and lunchtimes so that children can enjoy books.

Book swaps. We have a space in our verandah area for children to swap books.

Staff reading library. Staff are encouraged to show children that they love reading too!

Pie Corbett reading spine. Each class has the Pie Corbett reading spine texts which are read aloud to the children at our 10 minute daily story time.

<https://shop.scholastic.co.uk/reading-spine>



Reading in assembly. We display song words and signs in assembly for the children to read.

Open the book assemblies. Members of the community come in to read bible stories to the children and the children join in to act out the story.



Requesting books for the library. Children can request books they would like to read. PTA fund buying these books.



Reading miles days. Once every half term, the children are rewarded for reading 5 times a week at home by having a country themed day in school where they do fun activities based on that country and of course lots of reading for pleasure!

DEAR (Drop everything and read). A bell is rung - the children must stop what they are doing immediately and read.



Reading competitions. We run regular reading competitions to encourage a love for reading. Prizes are in the form of book tokens



Book club. This is open for years 2-6 and is held once a week at lunchtime. Sometimes there are themed activities around a story and sometimes children have free choice.



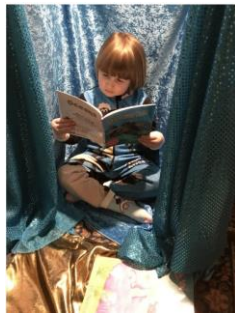
Year 5 and 6 have a more structured book club where they all read and respond to the same text.

Serial mash. On purple mash, children are encouraged to use ICT to read a wide selection of books.

World book day. We celebrate world book day in style!



Nursery reading den in a bag. Children get to choose a story from the reading basket and a related non-fiction story to take home in the den bag. The bag contains lovely fabric and pegs to make a den. Children are encouraged to build the den and spend time sharing the book with parents.



Mystery reader. Parents, grandparents and members of the community come into school to read to our children. Sometimes they even dress up!



Comfy reading. During quiet reading times, children are able to sit, lie or stand to read their books.

Support for parents

We hold a Phonics Workshop for all Parents who have a child in Reception during the autumn term in school in order for parents to become familiar with the scheme.

We have a separate letters and sounds policy which explains phonics and the way we teach these to parents - see appendix (this includes a list of websites that have fun interactive games for children to play.)

A reading workshop is also held in the Autumn term to inform parents of how to help their child with reading at home.

A termly reading review newsletter is sent out to inform parents of reading activities taking place in school. There are also recommendations for books and helpful links.



A guide to supporting reading at home is available on our school website.

<http://chcademy.co.uk/parent-workshops/encouraging-and-supporting-reading>

Reading expectations

See appendix

Assessment

Assessment is used to inform planning and teaching.

The phonics age and book band of each child are regularly tracked. Salford reading age is also used to obtain an accurate reading age. The children complete termly rising stars assessments which provide standardised scores to monitor progress.

In years two and six, the teacher assessment framework is used to assess reading.

Reading data is entered on to otrack termly.

Children who are identified as being below age related expectations are quickly identified using assessments and are entered on to a reading intervention grid, detailing interventions used to help 'close the gap'. The impact of these interventions is monitored and reassessed termly.

Child	KS 1 data	Data Summer 2019	PPG/ SEND/ LAC	Autumn	Spring	Summer	Barriers to Learning	Support
	OT	WT	No				<ul style="list-style-type: none"> Chronic fatigue - diagnosed Summer Year 4 High level of absences due to illness or unable to maintain focus on work when in school. Answers written in incomplete sentences Lack of reading own answers - answers often miss large chunks of information or have missing words. Poor attendance 	<ul style="list-style-type: none"> Frequent reading at school Focus on reading at home when Tia has recovered Support during comprehension activities to verbalise answers Comprehension group (1 x half hour per week, prereading CPG homework.)

Equal opportunities

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement and to promote the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

To achieve this, we will ensure that all reading materials (including library books, home-school reading books, guided reading books, classroom reading books, big books, magazines, newspapers and online reading materials) in school:

- Are from a range of cultures, countries and religions;
- Are not stereotypical in their depiction of different cultures, countries, religions, race, gender, age and beliefs;
- Reflect accurately a range of cultures, identities and lifestyles.

While the majority of pupils will be functioning well at their appropriate Key Stage, it is acknowledged that some pupils will require additional support. Provision for this will be arranged initially by the class teacher and additional support will be provided through appropriate interventions to address gaps in learning.

Reading Spine

There is story time every day in all classes, so that children can hear how a good reader sounds. It is a time for children to enjoy books, while providing language rich experience and opportunities to develop vocabulary and comprehension skills. We use Pie Corbett's reading spine to ensure that children are exposed to a wide variety of texts throughout their schooling.

Clee Hill Community Academy - Reading Spine

	Cycle A					
	Nursery	Class 1	Class 2	Class 3	Class 4	Class 5
Term 1		Handa's Surprise/On The Way Home	Dogger/ Lost and found	Iron Man	Bill's New Frock FArTHER	Holes
Term 2		Farmer Duck/Six Dinner Sid	Who's afraid of the big bad book?	Cat Tales (The Twits)	The Firework Maker's Daughter	Clockwork
Term 3		Mr Gumpy's Outing/Owl Babies	The Owl who was afraid of the dark	The Sheep-Pig	Tom's Midnight Garden	Skellig

	Cycle B					
	Nursery	Class 1	Class 2	Class 3	Class 4	Class 5
Term 1		Rosie's Walk/ Mrs Armitage	Pumpkin Soup/ The elephant and the bad baby	The Abominables	Voices Street Child	Fireweed
Term 2		The Gruffalo/Whatever Next	Amazing Grace/ Can't you sleep little bear	The Battle of Bubble and Squeak	The Midnight Fox	River Boy
Term 3		Shhh/Goodnight Moon	Fantastic Mr Fox/ Flower	Hansel and Gretel	Why the Wales Came	The Arrival