

READING POLICY WHOLE SCHOOL

Codsall Middle School

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Reading Policy

Whole School

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Introduction

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment, pupils need to orchestrate the range of strategies, depicted in the New National Curriculum (2014): drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge; and developing word recognition. The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions: • Word reading • Comprehension (both listening and reading).

Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter, that pupils come to understand how writers write and the special relationship which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it.

Aims

Our aims are:

- To enable our pupils to read confidently, fluently, accurately and with understanding.
- To nurture an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- To enable the children to find books interesting, to read for pleasure and to evaluate and justify their preferences, without barriers.
- To develop reading skills in-sync with those of writing, so that they may function in society, as literate adults and readers for life.
- To create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.
- To find ways that all pupils (regardless of reading difficulty) can access the curriculum when it comes to reading material.

Curriculum Intent

In order to deliver the above, we will meet the objectives outlined in the National Curriculum. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genre appropriate to their reading abilities (overview of reading materials available in the curriculum overview on the school website).

They will have the opportunity to read 'real' books, newspapers, posters, information booklets, reading scheme books and ICT based texts on individual computers and interactive Whiteboards. Throughout the school, children will be given opportunities to be immersed in an environment that is rich in print and possibilities for communication. They use communication, language and literacy in every part of the curriculum, and are given opportunities to speak and listen and represent ideas in their activities. In Key Stage Two, children will read a range of texts and respond to different layers of meaning in them. They will explore the use of language in literary and non-literary texts and learn how the structure of language works.

In Key Stage Three, pupils will begin to delve into more GCSE style questions and texts which involve closer, analytical reading skills that involve pupils thinking deeply about characters, motives, morals and dilemmas in extracts and novels. The mastery approach has been adopted in KS3 with a pre-nineteenth century novel focus and works by Shakespeare in reading in Year 7. The mastery approach has been adopted in Year 8 with a focus upon nineteenth century crime fiction and works by Shakespeare.

Accelerated Reader at Codsall Middle:



“Thanks to the way Accelerated Reader works, reluctant readers soon started to feel empowered about their own reading, especially being able to choose their own books and not having one prescribed to them by adults.”

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

Accelerated Reader is a whole-school reading programme that aims to foster the habit of independent reading amongst middle school children. The digitally-based reading software baselines pupils according to their reading level and suggests books that match their reading age and interest. These books are found in our extensively well-resourced library that is replenished regularly.

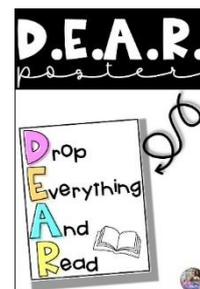
Accelerated Reader Book Level Guide	
	0.0 - 1.9
	2.0 - 2.9
	3.0 - 3.9
	4.0 - 4.9
	5.0 - 5.9
	6.0 +

Across Years 5-8 children take an AR Star Reading Test a few times throughout the year to access their reading age and book level. This is completed by our pupils online and monitored by English teaching staff. Each book a child reads, requires them to take a quiz to measure their understanding and provide them with a progress update on their success. A child is given a percentage and has to achieve over a certain threshold (usually being 60 or 70% and above) to pass the quiz and be awarded the word count for our leaderboard. We use the AR Star Reading test to identify pupils' reading age and book level (their ZPD). After reading a book, we encourage children to take a quiz that will show the success rate in their comprehension of what they have read. To achieve success and contribute to their word count, pupils need to score at least 60% in their quiz.

Certificates and rewards for progression throughout the year are awarded in celebration assemblies, word millionaires displayed on boards and termly meetings with awards given. Teachers make sure that children understand their AR level and help them to progress beyond their ZPD range, if they continue to have success at quiz level.

Drop Everything And Read (DEAR)

DEAR is a whole-school initiative that is designed to encourage and foster a culture of reading for all pupils. On a rolling programme within different lessons each week, DEAR takes place for 15-20 minutes at the start of a lesson where all pupils read at the same time. Staff also take this time to read their own book to act as a role model and encourage pupils to read for pleasure in a quiet environment. Staff can also take this opportunity to read with pupils who have been identified as a low ability to read regularly and improve their fluency.



Reading in class

Pupils are exposed to a range of texts in a variety of subjects when faced with a broad and balanced curriculum diet. Staff use reading age data available on our data platforms to adjust their texts and resources.

Reading is more prominent during English lessons where pupils have opportunities to read class novels as a group. These class novels are read throughout a term and reading is shared between all pupils with a clear focus upon enjoyment and enthusiasm for the genre.

Pupils are encouraged to read independently during form time each week and many form groups are now choosing to adopt a class text, which is shared in this time to promote a love of reading.

Opportunities to widen reading experiences across the curriculum are starting to be embedded. Science lessons explore a whole-class and individual reading approach with a set of age appropriate books that have a scientific genre. Staff use them as part of their learning to aid children's scientific vocabulary, their awareness of the world and the message behind the story.

HOW DO WE TEACH READING?

Codsall Middle School uses the key reading domains to form its focus in reading lessons through retrieval, inference, comprehension, writer's viewpoint and language, text organisation and social/historical context. These key reading areas are central to feedback with pupils when exploring outcomes in their NGRT tests and next steps.

- Teachers will adapt their planning in order to meet the needs of the pupils in their group.
- Pupils working below age related expectations, e.g. pupils with English as an additional language and pupils with SEND, will receive additional phonics lessons.
- Pupils, who have a diagnosis, will have recommendations from an Educational Psychologist or assessor of dyslexia, which will inform our approach.
- Shared reading and discussion around vocabulary/differentiated reading materials.
- Exposed to higher-level reading activities but applicable to their reading age.
- Look at glossaries and word banks and those that are linked to their mastery work for KS3.
- In KS2 and KS3, comprehension skills will be developed through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.
- All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.
- Classroom teachers use high-quality texts and resources which model effective reading comprehension skills to demonstrate good practice.

To widen pupils' vocabulary and improve understanding, classroom teachers employ the following methods:

- Spelling lists and key words to take home and practise
- Using displays of key words linked to topics and subjects
- Practising using the correct vocabulary orally
- Encouraging the use of dictionaries and thesauruses
- Reading examples of text to explore vocabulary
- Providing instant, live feedback for written work verbally and/or in written form.
- Providing targeted small group work and one-to-one support, where required (including through the tutoring programme)

The classroom teacher, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising TAs to ensure that pupils are effectively supported.



NGRT Reading Tests

NGRT tests from our GL site form a big part of our reading assessment in school. These are completed by the pupils three times a year with increasing difficulty each time, based on age related expectations.

Teachers use the detailed feedback from these tests to address the needs of the learners through adapting planning to cater for all different needs of the learners but intervene with pupils in certain areas of weakness.

My Reading Progress Path										
START of the year GL September SAS score: _____					SATS Papers	Score SAS				
First NGRT Score: _____					Date: _____ Reading Age: _____					
1. Retrieval	2. Simple inference	3. Context comprehension	4. Infer and deduction	5. Writer's viewpoint	6. Writer's use of language	7. Text organization	8. Social, historical and cultural traditions			
To improve on _____										
I am going to _____										
Second NGRT Score: _____					Date: _____ Reading Age: _____					
1. Retrieval	2. Simple inference	3. Context comprehension	4. Infer and deduction	5. Writer's viewpoint	6. Writer's use of language	7. Text organization	8. Social, historical and cultural traditions			
To improve on _____										
I am going to _____										
Third NGRT Score: _____					Date: _____ Reading Age: _____					
1. Retrieval	2. Simple inference	3. Context comprehension	4. Infer and deduction	5. Writer's viewpoint	6. Writer's use of language	7. Text organization	8. Social, historical and cultural traditions			
To improve on _____										
I am going to _____										
END of the year GL July SAS score: _____										
Glossary Retrieval: Skim and scan a text for keywords, writing quotations straight from the text. Inference: Come up with my own conclusions about characters' thoughts, feelings and motives from what the text suggests or implies. Not just from what is written. Deduce: come up with logical conclusions about the text using evidence. Context comprehension: Use context clues and information to interpret and understand the text.										

NGRT Breakdown of scores in each strand, which are shared with pupils.

Analysis of Passage Comprehension responses by question type

Question type	Retrieval	Simple inference	Context comprehension	Inference and deduction	Writer's purposes and viewpoints	Writer's use of language	Organisation of texts	Social, cultural and historical traditions
Number of questions in test	2/26	0/26	9/26	7/26	2/26	4/26	1/26	1/26
Number of questions answered correctly	1		7	3	1	2	0	1
% of questions answered correctly	50%		78%	43%	50%	50%	0%	100%

Home Reading

We work in partnership with parents, so pupils develop a love of books and reading. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age. Reading expectations are for at least 1 hour of reading in KS2 to be done at home in a given week and 1 hour and a half in KS3 for pupils.

Accelerated Reader can be accessed at home via the unique website

<https://ukhosted74.renlearn.co.uk/2249950/>, together with their username and password found within their planner. To maximise the impact of 'quizzing on their books', children have access at home and it can be a useful resource to keep them engaged in their reading and make it competitive at the same time. Their quiz needs to be done within 48 hours for pupils to show their comprehension skills and succeed in quizzing.

Encouraging children to read widely, in and out of school, across both fiction and non-fiction, helps to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. We use "book bands" linked to the Accelerated Reader system to ensure books are the right level of challenge for children to make good progress. Children can choose a new book in their library lessons. Reading progress can be seen online by teachers and shared league tables shown to the pupils. Pupil records are collated in the system and communication about their reading progress can take place between home and school, through planner notes, phone calls and include feedback at Parents Evening for example. We always encourage parental support where pupils feel at ease to sit down with you to read, so you can help assess their understanding.

Library Skills

Children access the library and access the internet for research purposes, when appropriate, developing skills needed to locate and effectively use information. Each class also has regular opportunity to access the library fortnightly (some groups go weekly) for children to choose books to read for pleasure. All children will be encouraged to borrow books from the library or class collections, and share these at home and in-school during independent reading time. This book choice may be at a different level to the child's reading level as this is driven by the child's choice and may be a book which is more appropriate to share with an adult.

Reading Buddies

Children in younger year groups, who particularly struggle with reading, are given the opportunity to read with other children who are more fluent readers. This opportunity not only helps to develop the child's fluency, understanding of a text and to experience modelling of good reading practices, but also allows them to build on their interpersonal and social skills with an older, well-rounded student.

Assessment

Assessment for learning is ongoing where staff assess attainment in Reading every term using NGRT assessment scores. Key reading strands form a central part of the feedback process and evaluations of the strands provide a clear area of focus from one test to another. All assessments of this kind are supplemented by KS2 Practice SATs papers completed only in both Year 5 and 6 and the writing pre and post-assessments in all years.

Visible Learning and feedback

Our curriculum is underpinned by our Visible Learning approach, which follows the research of Professor John Hattie. Through our Visible learning journey, our pupils have a clear understanding about the next steps in their learning and how they can achieve their targets as they see themselves as their own teachers. They are fully engaged in their learning journey and take responsibility for their progress to strive to be resilient, lifelong learners, who are capable of self-led learning and are prepared for the next stage of their education.

SEN and Inclusion

Pupils with difficulties in learning to read or with Special Educational Needs have their needs identified promptly and interventions provided that will accelerate their progress. Progress is measured and tracked to ensure they are catching up with their peers.

In KS2 for example, we deliver a phonics intervention for anyone who enters in Y5 who is well-below age expected standards. This approach is alongside our differentiated reading

curriculum to support pupils in being able to listen and identify the phonemes that make up each word. Through the use of Phonics Play, we help pupils to learn to read words as well as spell them.

Supporting the readers at Codsall

After initial assessments and staff discussion, we recognise those pupils who would benefit from 1 to 1 support, small group focus work in reading and/or another key programme is introduced called *dyslexia gold*. This programme is designed to boost and impact upon a pupil's development in phonological awareness but also vocabulary, reading and spelling improvements. This is common practice for some targeted individuals in some KS2 and KS3 groups. We are keen to promote the use of reading tools that support children to access any type of text through the use of learning support strategies. These strategies include access to the pit stop in the classroom if stuck, reading rulers and reading overlays to help pupils focus their eyes and read with greater confidence.

Reading Events

Codsall Middle is always keen to promote reading across the school and this is done in a variety of ways. One of these being World Book Day. Both staff and pupils alike dress up in their favourite costumes to celebrate the characters that grace our books in a fun and inviting way. Their dress code is celebrated and reading activities are taught throughout these celebration days with favourite books being shared, read and performed to promote this love of reading.

Poetry is another important area of learning in all four year groups when it comes to reading. Our curriculum demonstrates clear progression across all four year groups where carefully selected poems are chosen in terms of vocabulary, content and themes for a particular Key Stage.

We have opportunities during the year for inspiring poets to set up workshops to work with key stage groups throughout a given day to read their own style of poems and help the pupils create their own in a fun and inspiring way. Opportunities to learn poetry off-by-heart and perform in a court mock trial scene where a range of pupils from any ability can excel in a given role. These all add to the brilliant reading experiences that our pupils immerse themselves in, throughout the year.

Readathon sponsored activities happen through book companies, such as Scholastic, and they occur at certain points in the year in school. Pupils are given opportunities to buy at this event and develop their interest in books whilst looking at new, upcoming authors.