

Reading Policy

BEDWELL PRIMARY SCHOOL

Bedwell Crescent,

Stevenage, Herts, SG1 1NJ

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1. AIMS

At Bedwell Primary School we aim to make all of our children *readers* - and we also recognise that this simple statement encompasses a huge range of skills, knowledge and attitudes. We believe that, to achieve this goal, our children need to:

- have the phonics knowledge necessary to rapidly decode words
- combine accuracy, speed and expression to read with fluency
- acquire a wide vocabulary and an understanding of the subtleties of language
- draw upon a broad base of skills to interpret, analyse and connect with a text
- develop the habit of reading widely and often, for both pleasure and information
- be exposed to a wide and varied range of quality texts
- have the skills needed to explain and justify their thinking, elaborate on their ideas and discuss texts with others

This is a broad spectrum of skills, and they clearly cannot (and should not) all be taught at once, and for that reason our approach to the teaching of reading adapts as children move through our school. In Early Years and Year 1, the focus is on phonics, sight words and beginning to develop an understanding of what has been read. By the end of Key Stage 2, teaching focusses more often on the complex skills of inference, deduction and text analysis. Throughout the school, however, our desire is to develop a love of reading and to provide children with regular opportunities to share, discuss and explore their understanding.

2. THE TEACHING OF READING

Read Write Inc

In EYFS and Key Stage 1, reading is primarily taught through daily Read Write Inc Phonics sessions (see Section 3). Once children have moved off of the programme (for the majority of children this takes place during Year 2), they follow Read Write Inc Comprehension, which focusses on the application of phonic knowledge to fiction and non-fiction texts, along with continued practice of speed sounds.

Children who have not completed the RWInc programme by the end of Year 2 are supported with additional phonics sessions in Key Stage 2.

Talk for Writing

Reading is also a core element of the *Talk for Writing* process which classes throughout the School use as the basis for their daily English lessons. In particular, in the *Imitation* phase of each unit, children should explore the model text, both as a reader and a writer (note that both lists below are far from exhaustive):

Reading as a reader - focusing on what has been written

- Identifying interesting / complex / new vocabulary
- Asking questions about the text
- Making predictions
- Recognising how characters feel at key points in the text
- Making connections between this text and other stories / personal experiences / movies etc.
- Identifying how the text makes the reader feel
- Evaluating opinions about the text - is it any good? Why?
- Completing reading poster (see Appendix C)

Reading as a writer - focusing on how it has been written

- Looking at how the text is organised
- Identifying how links are made between different sections of the text
- Considering why the author has chosen to use particular language or literary devices
- Exploring the use of (or breaking of) literary conventions
- Examining grammar and sentence construction
- Identifying features of a particular genre
- Exploring how the author's 'voice' is shown in the text
- Using the text to develop writing toolkits to be used throughout the unit

The *Imitation* phase should see children being taught explicit reading skills (using our skills characters - see Section 5), which can then be practiced throughout the unit. Where 'comprehension' exercises take place (in the traditional sense of children being given a series of questions to answer), these should have a clear focus on the skill that is being taught and practiced at that point in time.

In the *Innovation* and *Independent Application* phases, the balance shifts from reading towards writing - but opportunities should still be found to regularly practice the skills taught in the first phase, particularly when exploring extracts used in short-burst writing, discussing choices in guided writing and peer-assessing the writing of other children.

Key Stage 2

In Years 3-6, children are taught reading explicitly for 30 minutes a day, in addition to their daily English lessons. These sessions combine, shared, guided and independent reading opportunities (see below for definitions of each, paying particular attention to differences in pitch of text / accuracy rates).

One session each week is a whole-class shared reading sessions, where a specific skill is taught (again based around our skills characters - see Section 5). Children then practice and develop these skills through guided and independent sessions across the rest of the week. Each group will also have the opportunity to spend one session per week in the class Reading Area, reading texts of their own choice, reflecting on reading and making recommendations to others. In Year 6, the Reading Area session each week is replaced with a shared reading session where the focus skill is applied to SATs style questions.

[The following is based on the Herts for Learning KS2 Guided Reading Toolkit]

Shared Reading

Text pitch at its highest as cognitive demands of decoding and processing are buffered by the teacher: an accuracy rate for children at around 80 - 89% (a "hard" level of text) meaning that the text is beyond the level of difficulty that the majority of the class might read and understand independently.

- Provides an opportunity for the teacher to model the behaviour, strategies, and thought processes of an "expert" reader.
- Explicit teaching of strategies
- Allows children to be supported in developing their critical skills and their ability to consider authorial intent.
- Children may contribute to the reading and/or subsequent discussion.
- Inclusive in widest sense - children that find reading difficult are supported by an "expert other."
- Heightened challenge serves to extend vocabulary and background knowledge - both of which serve to improve levels of comprehension.
- Expands children's experience and appreciation of texts - in terms of content and time/place of origin.

Guided Reading

Text pitch is not as challenging as in shared reading, but is pitched higher than the child's level of ability: an accuracy rate of around 90-94% (an instructional level). This is in order to provide opportunities to further develop and enhance the child's range and application of reading skills.

- Provides an opportunity for children to develop their skills through discussion about what they have read. Questioning and light-touch direction

from the teacher enable children to receive more personally-tailored instruction than in the shared-reading experience

- Explicit teaching of strategies coupled with greater scope for individual assessment and immediate feedback.
- Children are grouped according to learning needs. Reading profiles are likely to be uneven. Children that may have achieved similarly in terms of summative judgements may still have quite different needs. Flexibility in grouping allows for intervention to be focused where it is most needed.

Independent

Text pitch is the least challenging of these 3 strands of reading provision: an accuracy rate of around 95-100% ("easy" level). This helps to ensure that the cognitive load of the reading act is not so great that the reading is laboured.

- Children practice without the direct input / assistance of an adult.
- A range of reading experiences should be offered. Good library provision will offer diverse sets of texts in terms of form (books, newspapers/magazines, websites, e-readers) and content (genres/fiction/non-fiction).
- Children develop (and express) preferences and learn to make increasingly informed choices.

Further provision

Throughout the school, the teaching of reading and reading skills also includes:

- exercises to broaden vocabulary (see Section 6)
- daily Storytime (see Section 8)
- weekly 'Buddy Reading' sessions with a paired class (see Section 8)

3. PHONICS

Pupils in EYFS and Key Stage 1 learn to read effectively and quickly using the Read Write Inc. Phonics programme (see Appendix D for coverage and expected progress). They progress off of the scheme once they can read with accuracy and speed.

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously across Years 1 and 2, according to their phonics understanding, with a maximum of 8 children in each group. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. It also ensures that all children are reading at an appropriate decoding level every day. Children are assessed by the RWInc Leader ever 6-8 weeks, with groups reorganised each time to ensure phonic knowledge develops as rapidly as possible for each child.

In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings - common exception words. Children are taught as a class for the first half-term, after which they are grouped according to their phonics understanding (following assessment by the RWInc Leader). As with Years 1 and 2, assessment and re-grouping takes places every 6-8 weeks. Children are usually only grouped with others from Reception, though those with the most advanced understanding may be grouped with children from Year 1.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Additional support for lower-attaining pupils and those whose progress has slowed

In order to kick-start progress for these pupils, these pupils have daily one-to-one tutoring for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs and fill identified gaps in their knowledge.

The role of the Read Write Inc Leader

The school's shared vision is that every pupil learns to read quickly and continues to read - widely and often. To ensure this, the Read Write Inc leader continually monitors the quality of teaching and provides coaching for staff who deliver phonics sessions (both teachers and teaching assistants). The reading leader's roles include:

- Ensuring that our teaching of reading is of the highest quality and that all our pupils make progress
- Ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- Keeping the groups homogeneous (at the same reading level) through regular assessment and re-grouping
- Providing further training (through masterclasses, coaching/ observation and face-to-face feedback)
- Meeting regularly with the school's Read Write Inc Advisor to monitor standards and agree next steps

4. FLUENCY

Reading 'fluently' means more than reading quickly. Truly fluent readers require skills in three key areas:

- **Automaticity** (rapid word reading without conscious decoding)
- **Accuracy** (often measured as correct words per minute)
- **Prosody** (expressive, phrased reading)

Automaticity (word recognition)

This refers to a level of experience and competency in relation to word reading that means that conscious decoding is no longer required for familiar words. Word reading is so rapid it effectively occurs on sight, leading to increased rates of reading. Research has shown that a reading rate of around 100 wpm is required in order to properly maintain comprehensibility. Automaticity also frees up the cognitive space that would be used for low level processing of words, meaning that mental energies can be directed more effectively towards understanding and analysis.

Accuracy (word recognition)

Pacy reading is desirable but not at the expense of accuracy. Decoding errors and omissions impact upon the extent to which the text is understood. Any drive to improve the rate of reading has to attend to the level of accuracy that the reader achieves.

Prosody (appropriate use of phrasing and expression)

Where automaticity and accuracy link word recognition to fluency, prosody links fluency to comprehension, as it reflects the reader's understanding of what they have read. Identifying which words to stress or emphasise, where to shift pace, tone or volume, where to pause and how to use your voice while reading all relies upon an understanding of the text, the character's feelings and the author's intentions in the text.

Developing Fluency

Like any other skill, fluency needs to be explicitly taught - it is not enough to expose children to texts and expect it to develop on its own. Effective strategies include:

- Teacher modelling - re-reading a text, verbalising choices and decisions about the way phrasing, tone, pace, emphasis etc are adapted and the way that they are linked to a developing understanding of the text

- Opportunities for text marking to aid prosody, as a class, in groups, pairs or individually
- Identifying the author's use of punctuation and the impact it has on the way they want the text to be read.
- Repeated reading of the same text
- Feedback from peers or adults on the way a text has been read, with suggestions for improvement (and opportunities to put these into practice)
- Choral reading (whole group / class reading as one) - identifying why all readers have chosen to use the same expression at a particular point (or why different readers have done different things) are particularly useful
- Pre-reading
- Poetry recital and playscript performance (with opportunities for practice first -children should not be asked to perform or share anything with the class that they have not had an opportunity to rehearse)
- Exposure to quality reading - daily Storytime is a good opportunity for this, but only if it is of a good standard; teachers need to be familiar with the text and show enthusiasm and enjoyment as they read

These learning experiences - particularly opportunities to re-read, rehearse and improve the way a specific text is read - need to be planned into sequences of teaching, so that fluency develops alongside comprehension and analysis skills.

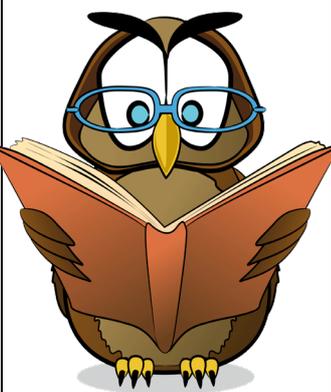
Further guidance on monitoring fluent reading and identifying areas for development can be found in the Herts for Learning KS2 Guided Reading Toolkit.

5. SKILL DEVELOPMENT

We have grouped the skills required to be a 'good' reader into six key areas. To support our children in understanding the skills they are being taught, practicing and using, each of these is then linked to a corresponding character. Reading lessons should focus on teaching and practicing specific skills, and therefore should refer to these characters.

The skills which should be taught in each phase progress as follows:

Skill Character	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Rex Retriever</p> 	<ul style="list-style-type: none"> • I can explain the title • I can find important information • I can talk about what characters have said and done • I can spot time openers 	<ul style="list-style-type: none"> • I return back to the text to find evidence • I can scan for key words • I can find information in tables and charts • I can use my knowledge of when something happened to find facts 	<ul style="list-style-type: none"> • I can say why I think the author has used particular words • I can explain how a character has been built-up • I can spot how an author shows changes in time, place, viewpoint • I can track words and phrases linked to a theme within a story
<p>Dood Detective</p>	<ul style="list-style-type: none"> • I can say why a character does something or says something • I can spot how a character has changed because of something that has 	<ul style="list-style-type: none"> • I can suggest reasons why characters say and do certain things • I can say how different settings create different 	<ul style="list-style-type: none"> • I can explain how and why characters change through a story • I can explain why different characters have different

	<p>happened</p> <ul style="list-style-type: none"> I know that different characters have different thoughts and feelings 	<p>moods</p> <ul style="list-style-type: none"> I can think of a time in my life when I was in the same position as a character or felt the same way I can tell the difference between fact and opinion 	<p>opinions and viewpoints</p> <ul style="list-style-type: none"> I can explain the meaning of figurative language I can spot changes in a character's behaviour and suggest reasons for these
<p>Penny Predictor</p> 	<ul style="list-style-type: none"> I can say what I think will happen at the end of the story I can use clues from the opening and the setting to work out what is going to happen 	<ul style="list-style-type: none"> I can say what might happen next, using clues in the text I can explain the reasons for my prediction I can suggest what a character might do next, based on their feelings 	<ul style="list-style-type: none"> I can say whether events in the story matched or exceeded my expectations I can return to my predictions and say whether characters behaved in the way I expected
<p>Vinny Vocab</p> 	<ul style="list-style-type: none"> I can say what a word means, using clues in the text to help me I can spot story language such as <i>Once upon a time</i> or <i>happily ever after</i> I can spot good words and say why I liked them 	<ul style="list-style-type: none"> I can work out what new words mean I can suggest why an author chose a particular word I can identify the words used to link events and ideas together I can spot words which create a certain mood 	<ul style="list-style-type: none"> I can work out what new words mean I can suggest why an author chose a particular word I can identify the words used to link events and ideas together I can spot words which create a certain mood

<p>Stevie Summariser</p> 	<ul style="list-style-type: none"> • I can say what happens at the beginning, middle and end of a story • I can give the order of events • I can say how a non-fiction text is ordered 	<ul style="list-style-type: none"> • I can spot the main ideas in a text • I can retell a story, including all the main events • I can identify themes in a text (like friendship, good and evil and romance) 	<ul style="list-style-type: none"> • I can discuss the main ideas from more than one text • I can explain both sides of an argument • I can identify the purpose of dialogue
<p>Ansa Analyser</p> 		<ul style="list-style-type: none"> • I can explain the structure of a non-fiction text and say why it is organised in that way • I can compare the plot of different stories • I can spot when an author is giving more detail 	<ul style="list-style-type: none"> • I can spot changes in time and genre • I can identify similarities and differences in texts with a common theme • I can give my opinions about the way stories are resolved

6. VOCABULARY

Vocabulary is at the base of every lesson, not just English. Children are confronted by new words and phrases every day, and, unless they develop both an ever-widening vocabulary and the skills to deal with unknown words, they will spend an awful lot of time being 'lost' in lessons. For this reason, vocabulary must be taught and referred to in (almost) every lesson.

Which words to teach?

There are something like half a million words in the English language, but most native speakers 'only' know something like 20,000 to 35,000 of these - so clearly we need to be strategic in our choice of vocabulary to teach. The three tier model is a really useful way to start focusing on this:

Tier 1

Tier 1 consists of the most basic words. These words are easily explained and understood, and typically do not have multiple meanings. Sight words, common nouns, verbs and adjectives, and early reading words occur at this level. Examples of Tier one words are: *book, girl, sad, run, dog, and orange*. There about 8,000 word families in English included in tier one.

Tier 2

Tier 2 consists of precise, interesting and sophisticated words that are common in more complex texts and occur across a variety of domains. They are uncommon in everyday language. Many have multiple meanings, and they offer more subtle shades of meaning (eg. the difference between *damp, soggy* and *drenched*). They can be used across a variety of contexts and lessons. Examples of Tier 2 words are: *heroic, hardship, heightened, haste and honour*.

Tier 3

Tier 3 consists of low-frequency words that tend to be subject or context specific. These words are often nouns, and are usually learnt when a specific need arises (eg. names of bones in the body in a science lesson or the contents of Ancient Egyptian burial chambers in history). Examples of Tier 3 words are: *economics, isotope, asphalt, sarcophagus, monsoon and anaesthetic*.

Tier 2 words are the most important for direct teaching, as these are the words that children will meet, use and call upon across the curriculum. They are also likely to be the words that can be understood and carry meaning in an abstract sense - whereas Tier 3 words will tend to need context (the learning they apply to) to make sense.

Teaching new vocabulary

- Word of the day - each teacher identifies a *Word of the Day*, which is explicitly taught in a 5 - 10 minute slot. **These words should always be Tier 2 words**, but the specific selection can be for a variety of reasons - eg. language that will be encountered in a text that day, that will support forthcoming writing or picking-up from misconceptions identified earlier in the week. Teaching includes pronunciation, definitions, word class (or classes - it is important that all meanings are covered), oral creation and rehearsal of sentences containing the WoD, writing and editing. See Appendix C for an example WoD form and Andrew Jennings' Vocabulary Ninja book and website for further teaching guidance.
- Word of the week - each class selects a *Word of the Week*, which is displayed (with definition and an example sentence) in the Hall and shared in an assembly. These words may be a recent *Word of the Day*, or could be a word met through other reading or writing. **Again, they should always be Tier 2 words.**
- Vocabulary built into model texts - each *Talk for Writing* model text should contain ten words drawn from the National Curriculum word list for that age group, which are taught at the start of the unit. These words should be displayed alongside supporting visual images (using *Communicate in Print* where possible). Other new or unknown vocabulary used in the model text should also be taught explicitly.
- Vocabulary games - eg. word bingo (I say a word - if you've got a synonym, cross it off your card), meaning matching, *Pointless words* (how many words for ... can you name - one point for the 'easy' words on my list, 5 points for the 'tricky' words, 10 points for something I didn't have on my list).
- Topic language (met and used in science, humanities, maths etc) - this is where Tier 3 language should be taught, again supported by visual images.

To make all of this meaningful and worthwhile, it is vital that teachers refer to this vocabulary when teaching, talking and writing - *"I want to show that our character is scared through the way that I describe her. Aha - I can use 'quivering' - I remember that was one of our Word of the Days last week..."*

Dealing with unknown words

We all still meet new words on a regular basis, and need skills to deal with them. These need to be taught and modelled, too, and should include:

- Decoding
- Similarities to other words / recognising roots, prefixes and suffixes
- 'sounds like' - I can guess that a 'guttural' sound isn't going to be pleasant from the sound of the word, whereas 'mellifluous' sounds more pleasant
- Context clues (what might make sense here / are there any picture clues)

7. GUIDED READING

Guided Reading sessions provide a valuable opportunity for children to apply and practice strategies that have been taught in class. In Key Stage 2, they should follow on from weekly Shared Reading sessions, with children learning and practicing the same skill throughout the week.

Effective Guided Reading relies on two key factors - correct choice of text and questioning that engages all children discussion.

Choice of text

As identified in Section 2, texts used in Guided Reading sessions should be pitched at an *Instructional* level, where 90-94% of words are known. Careful grouping of children is therefore also important, so that this accuracy rate applies to everyone in the group. Texts should match the genre / text type being taught as much as possible (eg. if explanations are being taught, all groups should try to work with explanation texts), but should not come at the expense of identifying the right pitch.

Questioning & Dialogic Talk

There are three basic question types when talking about a text:

- *looking* (provide a literal response - Rex Retriever questions)
- *clue* (inference and deduction - interpreting the text)
- *thinking* (evaluate and respond - discussion points)

Looking questions are useful for making sure everyone understands the basics of the text, but the focus of sessions should be on *clue* and *thinking* questions. It is the adult's role to promote dialogic talk - prompting conversation, not evaluating. To do this, the teacher:

- poses *authentic questions* - questions that allow various answers, including those not anticipated by the teacher
- expects the child to provide extended answers
- gives the children time and opportunities to formulate ideas and views
- shows the children what they expect, by providing models of language in their contribution to the conversation
- expects the children to speak clearly and audibly, and doesn't repeat or evaluate their answers
- responds to what the children say, building chains of exchanges that move thinking on, by debating and making contributions

Sessions, therefore, should not consist of a long string of questions to be answered by the children - and certainly should not include a lot of time spent writing responses to 'comprehension' questions silently and independently. Rather they should consist of activities and questions that allow children to collect ideas, prompt thinking and give children time to formulate their views. This might include:

- Zones of Relevance - here are 20 words to describe the character / setting - where do you think they belong on the bullseye. Allow time to discuss with a partner & position. "Hmmm - you've put *cowardly* in the centre, but you've put it on the outside. Can you explain why?"
- Which picture best matches...
- Which character do you think is the most...
- Which 3 words best describe...
- Comparing with similar stories

With all of these activities, the key is that children are given time to think, and are then required to explain their thinking - there is no single right answer, so responses should build on (or counter) the thinking of others. Evidence and reasoning 'win'.

Weekly structure - what the other groups should be doing

This will depend on many things - most obviously the number of adults available and the number of groups that the class is split into. The basic principle should be that each group gets the teacher for one day a week, one day a week in the class reading area (to read independently and explore new texts) and should spend other sessions pre-reading / engaged in follow-up activities after the Guided session. An example model, for a class split into four groups, with some TA support, might look like this:

Day	Group 1 (HA)	Group 2 (MA)	Group 3 (MA)	Group 4 (LA)
Monday	Shared Reading session - whole class			
Tuesday	Independent pre-reading, with vocab task	Independent - in reading area	Guided group with teacher	Guided group with TA - intro text for week
Wednesday	Guided group with teacher	Independent pre-reading	Follow-up writing task	Independent - in reading area
Thursday	Follow-up writing task	Guided group with teacher	Independent - in reading area	Independent re-reading
Friday	Independent - in reading area	Follow-up writing task	Guided group with TA - focus on follow-up	Guided group with teacher

An extensive collection of alternative models can be found in the *Herts for Learning KS2 Guided Reading Toolkit*.

Writing tasks for independent groups

Activities for independent groups need to be designed to improve reading, need to provide opportunities to develop the skill being focused on that week, and need to be easy to set-up / explain to the group. These might include:

- Write a diary entry for the main character on the day when...
- Summarise the key events in a cartoon strip / story board / map / chart
- Imagine hot-seating the main character and write five questions you would ask them. Swap questions with a partner - how would you answer their questions? [and do you think the character would be happy to answer them?]
- Annotate a drawing related to a section of the text with carefully chosen verbs / nouns / adjectives / adverbial phrases
- Write a glossary for the text, using a dictionary to support your definitions
- Draw a feelings graph for the character of across the course of the story
- Rewrite a specific [short] section of the story from the point of view of...

Again, there is a large collection of other possibilities in the *Herts for Learning KS2 Guided Reading Toolkit*. Remember that this work needs to 'go' somewhere - most likely, either through discussion time at the start of the next guided session, or through peer feedback. Effective marking might well consist of one question back to the child (either verbally or in writing).

Groups in the Reading Area

Clear ground rules should be established for what this group can / cannot do. They should not necessarily be expected to read one book silently for the entire session, as this is their primary opportunity to explore recent additions to the class library, Depending on age and independence, they might also write post-it recommendations for others, or reflect on their independent reading in reading journals.

8. READING THROUGHOUT THE DAY

Reading at home

Children throughout the school should be taking books home every day, as listed below.

Parents are encouraged to read with their children every day and to write in their reading record books, so it is important that these are checked regularly, so that teachers / teaching assistants can respond - a signature and a positive word or two shows that contributions are valued. Older children in Key Stage 2 can take more responsibility for recording their own comments when they read at home, with parents signing to say that their child has read.

Children who persistently forget to bring their reading books to school should have a reading book which is kept at school, as well as sending a book home.

Clear systems should be in place in all classes to monitor home reading every day, with regular opportunities provided for children to change their books (as identified below). All classes keep a visual record of how often children have read at home, with rewards available for those who reach set targets. This raises the profile of home reading, encouraging more children to read at home.

All children take **Reading Bookmarks** home alongside their books. These contain question stems to support adults in discussing texts with their child. Question stems are differentiated at eight levels, matched to year group standards, assessment and levels within our reading scheme. New bookmarks are sent home each time a child moves up to the next standard. These question stems are listed in Appendix B.

Many of our children do not read regularly with an adult at home, so it is important that they have opportunities for 1:1 reading with an adult or older child in school. This has emotional benefits, as well as allowing teachers to monitor reading and comprehension.

As part of this provision, all classes have a timetabled **Buddy Reading** session, where they partner up with a class from a different phase (Nursery, Reception & KS1 classes pair up with a KS2 class). Older children listen to younger children read, ask a few questions (using reading bookmarks to help them) and record a comment in reading records, before reading a short section of a book they are reading to the younger child.

Nursery & Reception

- Children in Nursery take home one 'Choice Read' book, which is freely chosen from the class library or the shared picture book collection. These books are changed weekly.
- Children in Reception also take home a 'Choice Read', which again is changed weekly. In addition, once they have reached the *Green Ditty* level of Read Write Inc, they begin taking home books from our school reading scheme, starting at Level 1. We use the OUP Oxford Levels system, which runs from Level 1 (Reception level) to Level 20 (more able Year 6 level). These books are changed twice-weekly.

Key Stage 1

- Children take home between two and four books. The first comes from the school reading scheme, and is matched to the child's phonic knowledge; they should not be taking home a book which includes sounds they have not learnt. Children therefore move up levels as their phonic understanding develops. These books are changed twice-weekly.
- For those who have not yet completed the Read Write Inc programme, the second book is a RWInc book which they just finished, and which they should be able to read fluently. These children also take home a book-bag book from Read Write Inc, which has the same sound, themes and characters as the book they are using in their group. These are changed every 3 days.
- The final book is the child's Choice Read book. This is freely chosen from the class library or the shared picture book and fiction libraries, and could be either a book the child will read themselves, or a story they would like an adult to read to them at home. These are changed once-a-week.

Key Stage 2

- Children take home two books. The first comes from the school reading scheme, chosen from the level which children are currently assessed at (which is determined by the class teacher, targeting the 95-100% accuracy band for independent reading). Children can pick freely from within that level - there is no need to work through books in a set order. Children should move up through levels as their reading improves; there is no expectation that children should read all books within a level before moving up.
- The second book is the child's *Choice Read* book. This is freely chosen from the class library or the school fiction and non-fiction libraries. Teachers should encourage children to select books that are at an appropriate level for them.
- Children should be given opportunities to change books daily.

Storytime

All classes have daily Storytime, so that children can both meet interesting, well written texts and hear how a good reader sounds. It is a time for children to enjoy books, while providing language rich experiences and opportunities to develop vocabulary and comprehension skills. This slot should be around 15 minutes long - ten minutes reading and five minutes to ask questions and discuss the story.

Storytime is the primary opportunity to share books chosen from the Bedwell Reading Spine (see Appendix A), and it is expected that these books will all be read and shared over the course of the year.

Book recommendations

Hearing someone talk enthusiastically and passionately about a book immediately makes it more appealing. As well as sharing recommendations through the class Reading Area (see Section 9), children should have regular opportunities to share a recommendation orally. In Key Stage 2, this should be through a timetabled slot each week, with a rota established so that each child takes a turn recommending a book to the rest of the class. The teacher should go first, with more confident children following over the next few weeks, so all children can see what this might look / sound like. Ideally a copy / copies should be available in the class library, so that children who have been 'sold' on the book can take it home.

Reading across the curriculum

Reading will naturally be a part of many lessons across the week - whether reading recounts of life in ancient times, researching science topics or peer-evaluating writing in English lessons. It is not the job of these subjects to teach new reading skills, but they are still excellent learning opportunities:

- Where new vocabulary is encountered, it should be taught (as identified in Section 6, this is likely to be the time where Tier 3 vocabulary is taught)
- Where reading is used as evidence (eg. discussing whether or not Egyptian pharaohs were 'good' rulers, or why Darwin's theories became accepted), many of the principles of Dialogic Talk will apply (see Section 7) in developing class discussions
- Many activities will require children to practice the skills of *Stevie Summariser* (eg. summarising the powers of a particular Norse god after reading a section of text) or *Ansa Analyser* (eg. comparing the value of three sources describing life in Mexico City). Where this is the case, it would be profitable to focus on these skills in reading sessions that week, so they are ready to be practiced and utilised.

9. READING ENVIRONMENTS

Whole School Collections

Shared, whole school collections of both fiction and non-fiction are maintained across two libraries - the KS1 library, between the Infant Hall and Year 2 classrooms; and the KS2 library, which is spread across corridors between the Junior Hall and Staffroom.

- Levelled books that form the school Reading Scheme are kept in whole school library areas: levels 1-8 live in the KS1 library; levels 9-20 live in the KS2 library.
- The school's shared collection of picture books is kept in the KS1 library, with books organised into baskets grouped by either topic or author.
- The shared collection of fiction books for older children (broadly targeted at 9-13 year olds) is kept in the KS2 library, organised alphabetically by author.
- The non-fiction collection is also kept in the KS2 library, organised by broad topic (eg. history, science, animals, sport etc).

Class Reading Areas

All classrooms have an attractive, comfortable and inviting Reading Area. These should include:

- A range of books, organised in a way that is inviting and appropriate to the children (most likely by author, topic or genre).
- Texts in a range of styles, reflecting both genders and the diverse cultures of our children
- Books that match the range of reading abilities found across the class - this might well spread from picture books to challenging fiction texts in many classes
- Magazines, annuals and comics
- Comfy seating
- Space / opportunities / recording formats for children to make recommendations to others (eg. post its to stick on covers)

In addition, either in the Reading Area or elsewhere in the class should be displays featuring:

- the teacher's top ten books, with explanations of why they have been chosen.
- the top ten books chosen by the class, again with accompanying explanations

10. ASSESSMENT

Formative assessment

Formative assessment (or Assessment for Learning) takes place throughout every session, and is the basis on which teachers tailor learning to the needs of the children they are teaching.

Summative assessment

Summative assessment takes place termly. It is used to:

- identify areas of strength and weakness for classes, groups and individuals
- provide evidence for patterns in progress and attainment (eg. between boys/girls, SEN/non-SEN, different year groups)
- target support to underperforming groups, classes and teachers
- compare attainment with nationally agreed expectations for children of that age

We use the Herts for Learning Assessment Criteria to make summative judgements in Years 1-6. These are split into 6 sections, matching end-of-year expectations for each year group, each of which begins with an indication of the context in which the skills should be assessed, to ensure that the pitch of the text is age-appropriate. This section also includes guidance on how fluently and accurately children would be expected to read these texts.

Each child has an individual assessment booklet. At each summative assessment point, teachers identify which criteria have been met, drawing on:

- Responses in Guided Reading sessions
- Independent written or verbal responses in English sessions
- Reading Conversations - these are similar to Guided Reading sessions, run with up to 6 children who are working at a similar standard. Texts appropriate to each standard have been selected by teachers, with an accompanying series of questions written for each, designed to provide evidence of where relevant criteria have been met. These Conversations should take place in the weeks leading-up to each assessment point. Different texts are used each term, so no child should complete the same Conversation twice.

Once the assessment booklet has been updated, teachers then determine the 'step' at which a child is working. Further guidance is given in the assessment booklets on the number of criteria needed to reach each step.

APPENDIX A - BEDWELL READING SPINE

Building on Pie Corbett's reading spine, we have agreed the following list of core texts, which should be 'met' by children in each year group. This is most likely to be through daily Storytime, though they may also be used as a base for sequences of work in English lessons.

Nursery	<i>Dear Zoo, Each Peach Pear Plum, The Very Hungry Caterpillar, Brown Bear Brown Bear What do you see?, The Train Ride, The Gruffalo, Owl Babies, Handa's Surprise, Dinosaur Roar</i>
Reception	<i>Dear Zoo, Each Peach Pear Plum, The Very Hungry Caterpillar, Brown Bear Brown Bear What do you see?, Owl Babies, Handa's Surprise, The Gruffalo, Ssshh! A squash and a squeeze, Mr Grumpy's Outing</i>
Year 1	<i>Peace at Last, Can't You Sleep Little Bear?, Where the Wild Things Are, The Elephant and the Bad Baby, Avocado Baby, The Tiger Who Came To Tea, Lost and Found, Knuffle Bunny, Beegu, Dogger, Cops and Robbers, Elmer</i>
Year 2	<i>Amazing Grace, Pumpkin Cup, Dr Zargle's Book of Earthlets, Meerkat Mail, Traction Man is Here, Who's Afraid of the Big Bad Book, Not Now Bernard, Tuesday, The Flower, Gorilla, Frog and Toad Together, The Owl Who Was Afraid of the Dark, The Giraffe, The Pelly and Me, Fantastic Mr Fox, The Hodgeheg, Flat Stanley, Willa and Old Miss Annie</i>
Year 3/4 (cycle 1)	<i>Iron Man, Sheep Pig, The Abominables, Hansel & Gretel, Wolf in the Walls</i>
Year 3/4 (cycle 2)	<i>The Lion, The Witch and The Wardrobe, Perry Angel's Suitcase, Charlotte's Web, Voices in the Park</i>
Year 5	<i>Varjak Paw, Wolf Brother, FARThER, The Wolves of Willoughby Chase, The Midnight Fox, Street Child, Tom's Midnight Garden</i>
Year 6	<i>Percy Jackson and the Titan's Curse, Clockwork, River Boy, Holes, Skellig, Fireweed, The Arrival, Wonder</i>

APPENDIX B – QUESTION STEMS

The following question stems have been written by teachers to support adults in questioning their child about what they have read. They are sent home in the form of Reading Bookmarks, which change as children move through our reading scheme.

	Fiction stems	Non-fiction stems
EYFS,A0 (reading level 1-2)	<ul style="list-style-type: none"> • Can you tell me about? • Did you like the story? Why / why not? • Can you spot the sound somewhere in this story? • Who was in the story? • What is happening in the story? • Do any of the words in the story rhyme? • Is this story similar to any other stories you know? • Can you use the pictures to work out what this story is about? • Can you find 3 words that start with the sound? • Where should we start when we read this book? 	<ul style="list-style-type: none"> • Why did you choose this book? • What did the book tell us about? • Why might this book be useful? • Can you spot two words / things on this page that start with the same sound? • What does this picture show us? Can you think of 3 words to describe it? • Can you follow the words with your finger while we read it together? • Can you remember what word was used to describe the? • Can you show me how we should hold the book when we read it? • Did you enjoy this book? Why?
A1,A2,A3 (reading level 3-5)	<ul style="list-style-type: none"> • Who are the characters in the story? • What happened when? • Can you show me the front cover / title / back cover? • Looking at the cover, what do you think this book will be about? • Can you point to a full stop? • What were the main things that happened in the story? • Are there any rhyming words in the story? • What do you think will happen next in the story? • Did you like the book? Why / why not? • What was your favourite bit? 	<ul style="list-style-type: none"> • Can you show me the front cover / blurb / back cover? • What is this book about? How do you know? • What does the book tell you about? • How do the pictures help us to understand what this book is about? • Is this an information book or a story book? How can you tell? • What was the most interesting thing you learnt from this book? • Where else could we find information about? • While reading, look out for: Does your child show an awareness of full stops?

<p>A4,A5,A6 (reading level 6-7)</p>	<ul style="list-style-type: none"> • How does the story make you feel? • Can you tell me something that happened in this story? • What happened when...? Can you show me the page? • Is this a story where the goodie wins? • What do you think will happen next? • Can you retell the story? • How do the characters feel about what happened? • Can you point to a space / capital letter? • While reading, look out for: Does your child pause at a full stop to add expression? 	<ul style="list-style-type: none"> • Can you point to a heading / index page / contents page? • What was the book about? • Can you tell me one thing you have learnt from this book? • Do you know what the word means? • Where could we look to help find out what that word means? • Can we use the contents page to find out about? • Can you show me a capital letter / full stop / question mark somewhere on this page? • What clues does the front cover give us about what's going to be in this book? • Did you enjoy reading this book?
<p>B1,B2,B3 (reading level 8-11)</p>	<ul style="list-style-type: none"> • Why do you think the character said? • What do you think will happen next? • Do you think this would happen in real life? Why / why not? • Can you think of a better word than? • How are the characters feeling? • Does this book remind you of anything else you have read? • Have you ever been to a place like this? • Would you recommend this book to a friend? Why? • That sentence ends with an exclamation mark - how do you think you should read it? 	<ul style="list-style-type: none"> • What's the purpose of this text? • What type of text is this? (eg. a report / recount / letter / instructions etc) • Can you find a statement / question in the text? • Can you locate the index / contents page / glossary? • Can you tell me what you have learnt from this book? • How can you tell that this is a non-fiction book? • When would you use a book like this? • Can you find 3 'wow' (tricky) words in the text? How could you work out what they mean?
<p>B4,B5,B6 (reading level 12-13)</p>	<ul style="list-style-type: none"> • Can you explain why the author has used ? ! or " " here? • What effect does this have on the way you read aloud? • What do you notice about the way the characters act towards other people? • Does he / she remind you of anyone in another story? • Why has the character acted in that way? How does it make you feel? 	<ul style="list-style-type: none"> • What type of non-fiction is this? [instructions / report / explanation / persuasion etc] • Why has this information been put in this box / star / caption? • What is the index for? Can you use it to find information on? • What are the 3 most interesting facts you learnt from this book? • How quickly can you find the word on this page?

	<ul style="list-style-type: none"> • What words made you feel that way? • What would you do in this situation? What do you think the character will do? Why? • What made you choose to read this book? 	<ul style="list-style-type: none"> • What does the word tell us about ? How else could we find out what it means? • What is the purpose of this section of the text? • How do you think the author wants us to feel about ?
C1,C2 (reading level 14-15)	<ul style="list-style-type: none"> • Can you summarise the story in three sentences? • How do you feel about the way the character is behaving? How does it make you feel? • Who is telling the story? • What does mean? Why do you think the author chose to use this word? • Have you read another story similar to this one? What was the same about them? • Who is your favourite character in this story? Why? • Have you ever been in a similar situation to this character? Did it make you feel the same way? • Where is this story set? 	<ul style="list-style-type: none"> • What genre is this text (report, recount, instructions, discussion etc)? How do you know? • What is this text about? What is its purpose? • Can you pick 5 key words to summarise the information in this text? • Can you find an example of a fact and an example of an opinion here? What's the difference? • Where could we find out more about this subject? • Why has the author chosen to use this heading? How do the headings and sub-headings help us? • Which words or phrases show us how the author wants us to feel about this subject?
C3,C4 (reading level 16-17)	<ul style="list-style-type: none"> • Whose point of view is the story told from? How do you know? • How does the character of feel about? Do the other characters feel differently? Which words tell you this? • What genre is this story [science fiction / adventure / mystery etc]? How do you know? • How do you think the writer wants you to feel here? What words or phrases make you think that? • Does the character change over the course of the story? • Where it says, what do you think that means? How does it add to what we know about ? • How could the story have ended differently? 	<ul style="list-style-type: none"> • What was the main point of this paragraph / page / section? • Can you find two (or more) places on these pages that give you information about the same thing? • How does the way these pages have been laid out [using text boxes / headings / images etc] help the reader? • When the author says, is that a fact or an opinion? • Which words or phrases refer to ? • Can you see any similarities or differences between these paragraphs? • Have you read any other books about this topic? Which one was the most useful? Why?

<p>C5,C6,C+ (reading level 18-20)</p>	<ul style="list-style-type: none"> • How does the character of change across the story? • Find me a place where the scene changes - are the characters behaving differently now? • Why do you think the author chose as the title for this story? • Whose point of view is the story told from? How might it be different if it was written from a different point of view? • When the character says ".....", what does that make you think about? What does it tell us about the character? • How would you describe the author's style? • Who would you recommend this story to? Why? 	<ul style="list-style-type: none"> • Before you read : What three things do you think will be included in the text? • After reading : Were you right? Can you find evidence to support your answer? • What similarities or differences can you see between pages? • What non-fiction genres [report / instructions / persuasion etc] can you spot in this book? • How useful do you think this text was? What could the author have done to improve the layout? • How do you think the author feels about this topic? Why? • Has this text changed the way you feel about ? What has made this happen?
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APPENDIX C – RESOURCES

Reading poster

A1 versions are in each class, to be completed during the 'reading as a reader' phase of each *Talk for Writing* unit (EYFS & KS1 version does not have the bottom two boxes):



Word of the Day

Example Word of the Day form - a blank template is saved on the Server for all staff to use (KS1 version does not have the pink boxes). See Vocabulary Ninja by Andrew Jennings (both the book and the website) for lots more examples and guidance on how the Word of the Day should be taught.

<h1>adopt</h1>		WORD OF THE DAY	
Word class:	verb	Pronunciation:	a-dopt
Word definition:	If you adopt something, you make it your own. This could be a child, a rule or a point of view.		
Example sentence:	The children had begun to adopt a more positive attitude towards their work.		
Synonym	Antonym:	Prefix:	Suffix:
embrace, acquire	abandon	re-	-ed, -ing, -tion

APPENDIX D – READ WRITE INC COVERAGE

Storybook group	Speed Sound Lesson	At the next assessment, children should be able to	Progress expectations
Ditty	Ditty Speed Sound lesson <ul style="list-style-type: none"> • Teach Set 1 Special Friends • Teach Word Time 1.5-1.6 • Review Word Time 1.1-1.4 • Nonsense Words (3 sound words) • Spell using Fred Fingers 	<ul style="list-style-type: none"> • Read all Set 1 Sounds speedily, including Special Friends • Read Word Time 1.6 words with Fred Talk • Read 3 sound nonsense words with Fred Talk 	<ul style="list-style-type: none"> • Secure by end of January in Reception
Red Ditty	Ditty Speed Sounds Lesson <ul style="list-style-type: none"> • Quickly review Set 1 Sounds (reading only) • Teach Word Time 1.6-1.7 (4 and 5 sound words) • Review Word Time 1.1-1.5 • Nonsense words (3 and 4 sound words) • Spell using Fred Fingers 	<ul style="list-style-type: none"> • Read Word Time 1.6-1.7 (4 and 5 sounds) Phonics Green Words with Fred Talk • Read 3 and 4 sounds nonsense words with Fred Talk 	<ul style="list-style-type: none"> • Secure by end of April in Reception
Green / Purple	Set 2 Speed Sound Lesson <ul style="list-style-type: none"> • Teach Set 2 Sound and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 Phonics Green Words • Nonsense words • Spell using Fred Fingers 	<ul style="list-style-type: none"> • Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily • Read these sounds in Phonics Green and nonsense words with Fred Talk • Read Word Time 1.7 speedily 	<ul style="list-style-type: none"> • Secure by end of June in Reception
Pink	Set 2/3 Speed Sound Lesson <ul style="list-style-type: none"> • Teach remaining Set 2 Sounds and corresponding Phonics Green Words • Once confident, teach Set 3 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 Phonics Green Words • Nonsense words • Spell using Fred Fingers 	<ul style="list-style-type: none"> • Read the last six Set 2 Sounds (ar, or, air, ir, our, oy) speedily • Read these sounds in Phonics Green and nonsense words with Fred Talk • Read Word Time 1.6-1.7 and first six Set 2 Sounds in Phonics Green Words speedily 	<ul style="list-style-type: none"> • Secure by January in Year 1

Orange	<p>Set 3 Speed Sound Lesson</p> <ul style="list-style-type: none"> • Teach Set 3 sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words • Nonsense words • Spell using Fred Fingers (focus on Set 2 Words) 	<ul style="list-style-type: none"> • Read Set 2 Sounds in nonsense words with Fred Talk • Read Word Time 1.6-1.7 and Set 2 Phonics Green Words speedily 	
Yellow	<p>Set 3 Speed Sound Lesson</p> <ul style="list-style-type: none"> • Teach Set 3 Sounds and corresponding Green Words • Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words • Nonsense words • Spell using Fred Fingers 	<ul style="list-style-type: none"> • Read first five Set 3 Sounds (a-e, ea, i-e, o-e, u-e speedily) • Read these sounds in Phonics Green and nonsense words with Fred Talk • Read a passage at 60-70 words per minute, attempting intonation 	<ul style="list-style-type: none"> • Secure by end of April in Year 1
Blue	<p>Set 3 Speed Sound Lesson</p> <ul style="list-style-type: none"> • Teach / review Set 3 Sounds and corresponding Phonics Green Words • Review Set 1, Set 2 and Set 3 Phonics Green Words • Nonsense words • Spell using Fred Fingers, support correct grapheme choices 	<ul style="list-style-type: none"> • Read all Set 3 Sounds speedily • Read Set 3 Sound in nonsense words with Fred Talk • Read a passage at 70-80 words per minute, attempting intonation 	<ul style="list-style-type: none"> • Secure by end of June in Year 1
Grey	<p>Set 3 Speed Sound Lesson</p> <ul style="list-style-type: none"> • Review Set 1, Set 2 and Set 3 Sound and corresponding Phonics Green Words • Nonsense words • Spell using Fred Fingers, support correct grapheme choices 	<ul style="list-style-type: none"> • Read all Set 3 Sounds in nonsense words with Fred Talk • Read multisyllabic Phonics Green Words speedily • Read a passage at 80-90+ words per minute with intonation that shows comprehension 	<ul style="list-style-type: none"> • Secure by end of Year 1

Read Write Inc Glossary

Set 1 sounds

m a s d t I n p g o c k u b f e l h sh r j v y w th z ch qu x ng nk

Set 2 sounds

ay ee igh ow oo o oar or air ir ou oy

Set 3 sounds

ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious

Fred Talk

Fred the Frog helps children read and spell. He can say the sounds in words, but he can't say the whole word, so children have to help him.

For example, Fred says c-a-t, children say *cat*. Fred says l-igh-t, children say *light*

Fred Fingers

Fred Fingers are used to spell Green Words in the Speed Sounds Lessons. Children say the sounds as they press the sounds onto their fingers. In Speed Sounds Set 1 Lessons, the teacher

Special Friends

Special friends are a combination of two or three letters representing one sound, eg. ck, ph, ay, igh (digraphs and trigraphs). Ensure children always say the sound and not the letter names (eg. ck not c and k)

Red Words

Red Words ('tricky' words) are common words with a low-frequency graphemes, eg:

- **said** - the sound 'e' is written with the grapheme ai
- **son** - the sound 'u' is written with the grapheme o
- **your** - the sound 'or' is written with the grapheme our

Only the most common graphemes are included in the Speed Sounds poster. Red words are printed in red in the Storybooks up to Orange level.

Speedy Green Words

Speedy Green Words are common words with common graphemes that are included frequently in the Storybooks. These words are *always* taught first by sound-blending. The children practice reading the words at speed, so they can read the story without sounding out each word. The children's effort can then go into understanding the story. This is not the same as teaching children to work out the word 'on sight'. Children must be able to sound out the word before building up speed.

