



Crown Wood Primary School

Teaching of Reading

Policy & Guidelines
(January 2024)

INTRODUCTION

Aims & Objectives

This program has been written to ensure that every child within the school becomes a competent reader for information and pleasure. Our aim is for reading to be an enjoyable experience that allows children to develop their imagination, knowledge and vocabulary. Children must also read in order to access the curriculum both in Key Stages 1 and 2. **Reading is vital for future learning and the cornerstone of their education.**

By the end of Year 6, children should:

- Be independent readers, working at the Expected Standard (EXS)
- Have the knowledge and skills to read, understand and / or use a wide variety of texts
- Be able to read for a sustained length of time
- Be able to read (with understanding) at 100 words per minute or more
- Enjoy and value reading

Our school's values, high expectations and the way we teach ensure children become independent and motivated.

Expectations

- For children to achieve the Early Learning Goal (ELG) at the end of Year R, they must have completed (or be very close to completing) the Yellow Reading Target Card (Yellow Book Band / green or purple RWI group).

Book Bands	Link to NC	Approximate time on band	Link to RWI Phonics Scheme	
EYFS				
Lilac (Phonics Phase 1)	Pre-school		n/a	
Pink (Phonics Phase 2)	Reception (4-5 Years old)	1 Term	Red	
Red (Phonics Phase 3)		1 Term	Green	
Yellow (Phonics Phase 4)		1 Term	Green (Insecure)	Purple (Secure)

- Children in year 1 should be on yellow or blue RWI level and have completed or be close to completing orange books.

Key Stage 1			Link to RWI Phonics Scheme	
Blue (Phonics Phase 5)	Year 1 (5-6 Years old)	1 Term	Pink	Orange
Green (Phonics Phase 5)		1 Term	Yellow	
Orange (Phonics Phase 5)		1 Term	Yellow (Insecure)	Blue (Secure)

- For children to be at Expected Standard (EXS) at the end of Year 2, they must have completed (or be very close to completing) the Lime Reading Target Card (Lime 2 Book Band) and will have started – or be ready to start - the Brown 1 Target Card (Brown Book Band). **The children also do a written test at the end of Year 2.**
- For children to be on track to be at Expected Standard (EXS) at the end of Year 4, they must have completed (or be very close to completing) the Dark Blue 1 Target Card (Dark Blue Book Band) and will have started – or be ready to start - the Dark Blue 2 Target Card (Dark Blue Book Band).
- For children to be on track to be at Expected Standard (EXS) at the end of Year 6, they must have completed (or be very close to completing) the Dark Red 2 Target Card (Dark Red Book Band). **The children also do a written test at the end of Year 6.**

CROWN WOOD'S APPROACH TO TEACHING READING

Our Approach

Our approach to the teaching of reading is 1:1 tuition in EYFS and Year 1 (alongside daily phonics lessons in small groups), moving to 'whole class' guided reading from Year 2 to Year 6. However, children working below age related expectations or making slow progress in any year group should also receive regular 1:1 tuition.

Teaching strategies

There are three aspects of reading:

- Whole word
- Prediction
 - picture
 - grammar
 - story
- Phonics

Note: Beginner readers will be practising one or more of these aspects until all three are used.

Children cannot be expected to 'pick up' reading through being given books. They have to be taught. This is particularly true for children who have poor language skills, EAL children and those with SEN.

Independence

Children have to become independent in their use of reading strategies as early as possible. We encourage independence in general by expecting children to arrive at the 1:1 reading session in Year R and Year 1 with their book, reading record and target card ready. They should be supported to get these themselves at first

Organisation of reading within the curriculum

Reading is the cornerstone of all learning. Consequently, the curriculum must be organised to take account of this.

Whole Class Guided Reading: Guided reading should be planned for as part of the English curriculum. Guided reading sessions follow the 5-step reading journey over a two-week timetable. This is in addition to Literacy lessons. In addition to this during the 10-step writing journey, one session during the immersion week will focus on authorial voice and intent. During the session children will deepen their understanding and 'unpick' the text.

1:1 Guided Reading: Time must be identified for children to be taught. The following are examples of how the curriculum could be organised:

- Teacher, TA or volunteer to teach reading to individuals during independent tasks in foundation subjects such as art, music, PE and topic.
- Teaching 1:1 sessions during assemblies and / or singing practice.
- Registers can be taken by all trained staff, and readers can be taught then.
- Readers can be taught during 'early work'.
- 1:1 guided reading can take place during a Literacy lesson if and when appropriate.

1:1 reading tuition, whole class / group guided reading are in addition to daily phonics in Year R and Year 1 and reading activities within Literacy and other lessons, class stories, library visits and specific interventions that take place across the school.

Reading timetables

In EYFS / Year 1: Teachers should organise the class into groups: those who need reading teaching every day, and those who need it less frequently. Generally, children who are working below age related expectations and / or are disadvantaged should get 1:1 reading with a trained adult four or five times per week. A child working securely at age related expectations would typically have at least two 1:1 sessions per week (in addition to the reading activities described above).

In Years 2 – 6: Children working securely at age related expectations will have their needs met through timetabled whole class / group guided reading sessions. Teachers will have the opportunity to work with individual children during these sessions. Generally, children who are working below age related expectations and / or are disadvantaged should get 1:1 reading or small group reading interventions with a trained adult four or five times per week.

Readers must be supported by the correct adult: some will need intense intervention by the teacher, while others will be fine with a mixture of the teacher, TA and volunteers. To ensure the correct mix of adult to child, it may be necessary to have a two-week rolling timetable.

The teacher must work with every reader at some point during a two-week period, including those that are attaining at a high level. This could be 1:1, during a whole class session or in a small group.

Teaching Assistants (TAs)

Under the direction of the teacher, Teaching Assistants have a vital role to play in the teaching of reading. The quality of their teaching must be monitored by the class teacher, and training needs identified and either addressed by the teacher, or reported to the SLT.

TAs should be aware of the teacher's management of reading within each classroom and should make themselves familiar with the reading timetable and be responsible for their identified readers.

Guided Reading Planning

Detailed plans are not required for 1:1 reading sessions since the reading target card provides the focus for the lesson.

Whole class guided reading sessions should have a clear learning objective, which are aimed at the 'top' end of the class. Target Cards can be used to support this. Planning should detail how children are supported, enabled and challenged to meet the objectives. Teachers must ensure that children have opportunities to read a variety of text types and genre over each term and in KS2 particularly, cover each of the assessment focuses (AFs). High quality, age-appropriate texts should be used in whole class guided reading. The texts should be extracts to ensure depth remains key. In the group / independent part of the session, 'stage' appropriate texts may be used for children not yet working at the expected level. Pre-reading should also be used for children reading below the expected standard.

Children with SEN

Low attainment on entry often means that children will need to have IEPs for language and communication. Teachers in the Foundation Stage should be vigilant when assessing children's language development and should refer to SALT in consultation with the SENCO.

Children with SEN are expected to make 6.0 steps of progress across one year.

Children with EAL

Children with EAL often rely heavily on phonic strategies. It is important that language skills are developed through the curriculum and with the support of TASS if required, so that comprehension skills are developed alongside decoding skills.

READING BOOKS, TARGET CARDS & READING DIARIES

Reading books

Children are assigned books by their teacher as their school reading book. These books are chosen because they are suitable for the skills the teacher wants the child to learn. Children will read these books more than once and explore them deeply because they are being explicitly used to teach reading. Consequently, children (and parents) may need reminding that they will have these books for a little while and won't change them as often as the ones they would choose for pleasure. Children need to know that it is the acquisition of skills that is important, not the speed at which they read the books.

Target cards

The target cards are stored in the cupboards opposite the children's kitchen. Children from Reception to Year 3 should get their next target card with an adult. Getting a new target card should be an 'occasion', fostering independence and a sense of achievement. Children keep their old target card. Children in Years 4 to 6 have a double-sided target card so will not need to change it unless they have a card from a previous year group/colour. In this case, the same procedure for Year R to Year 3 applies.

Purpose

These target cards have been designed so that each learner knows exactly which reading strategy they are practising. The target cards will identify further steps of learning to be taught before the reader can

progress to the next reading card colour. These cards, therefore, can be used as a guide, by parents, when listening to their children read.

Protocol

- Every child has a target card that matches the colour of the book that they are reading, e.g. green book band = green target card. We use the National Book Banding system and our books have a coloured sticker corresponding to these colours.
- The target cards are to be kept with the reading book, and reading diary in the children's book bag. The children are expected to treat the card with respect and keep it in good condition.
- When the reader is asked to read, they need to get their target card out and verbalise the strategy they are practising. Learners on the lower target cards should have the targets read to them at the beginning of a reading session. They should repeat the strategy to the adult.

Identifying targets

- Red stickers indicate the target the child is working on and blue stickers indicate achieved targets. Yellow stickers may be used to denote that the child has 'mastered' that particular skill. For example, this could mean that they have applied that skill in another curriculum area or have become even more proficient since achieving the objective.
- Children must securely and independently demonstrate a skill 2- 3 times at different times before they achieve a target (it can be useful to draw a dot on the red sticker as a reminder, but achievement should also be noted in their reading record).
- When all targets are 'blue' then the reader should be ready to move on to the next card / book band. Please note the average amount of time children should spend on one target card will vary.
Only a teacher can move a child onto the next target card.

Lost and Damaged Cards

Lost and damaged cards MUST be replaced immediately. Each case should be treated on its merit, and the parent should be informed. If any subsequent target cards are lost or damaged, they must be kept in school.

The Reading Record

Reading diaries should be kept in the pupil's book bag, and should be in good condition. Replace tatty or lost diaries. Only adults should write in these books and older siblings should be discouraged from doing so without prior agreement (e.g. in the case of non-English speaking parents). Not only is the reading diary a record of the child's reading history and progress, it is a guide for parents. The target cards should provide a clear direction for the parent, and this should be backed up by your comments in the reading diary. You should identify the strategy the reader is currently using, say what the child can do and state next steps.

READING FOR ENJOYMENT / USING & APPLYING SKILLS

Reading Stories

To develop imagination, vocabulary and a love of literature children should have a rich curriculum of high quality stories. In EYFS and KS1 stories should be read at least daily with other opportunities used across the curriculum. Talk through stories is used in EYFS and KS1 to deepen children's comprehension and vocabulary.

When reading stories, ensure that children are grouped together in front of you: 'find a space, fill a space'. Children should sit still and must listen allowing others to listen too.

Hold the book as if you are reading to yourself rather than facing the children. Tell the children to listen to the story and they should paint a picture in their head of what is happening. They become the 'illustrators. It is not necessary to show them every picture, but rather the most appropriate.

Longer books should be read to the older children. Stopping at a 'cliff hanger' will develop their curiosity and build up anticipation for the next episode. Children can understand books at a higher level than their own reading ability.

Use the weekly library session to foster a love of books and take the opportunity to end the session with a story.

Cross-curricular links

Reading and reading comprehension should be used in other areas, particularly in foundation subjects and other curriculum areas such as RE and PSHE.

Library time

Children should have regular opportunities to visit and encouraged to borrow books from the class, school and local public libraries. Teachers may guide a child's choice, but these books, unlike their 'reading book' are for pleasure. Using books from the library should be integral in the classroom. Books from the library should be on display in classroom linking to the curriculum.

READING IN EYFS & KEY STAGE 1

EYFS

On entry to the Reception class, children should be immediately assessed and placed on the appropriate level and book. For those children who enter Reception the term after they are 4 years old should continue the Nursery Programme of phonological awareness, and have a rich curriculum of stories and opportunities for speaking. By their second term in Reception they should be assessed and but on the appropriate level and book.

If required the Year R teachers will screen the children. It is expected that most children entering Reception will require a Pink target card. Only children with severe SEN or non-English speakers may need a lower level.

Introducing the book

This can be seen as shared reading between the adult and reader.

By introducing the book, readers will become familiar with the title, the characters and the events in the story. Depending on the stage and reading needs of the child, some or all of the following should be done. Look at the pictures with the reader. The reader can then start to predict the events. Key words should be pointed out, and can be written on separate cards to draw attention to them. New vocabulary should also be introduced and explained at this point.

In some books, the first page can be read by an adult. This is an effective introduction. In other series of books, there is often guidance for introducing the book.

Phonics

Phonological awareness is a pre- requisite for reading. Children in Reception should be introduced to sounds in words through 'Fred talk, eg 's – i – t sit down' etc, taught the sounds of the letters of the alphabet and how to blend and segment.

Children should be grouped by ability, and there should be as many groups as there are adults in the year group. These groups should be dynamic, taking into account progress made. The sessions should be based on the 'Read Write Inc' programme and each daily session should last for 30 minutes. In reception these sessions are longer as writing is taught alongside the phonics session. Children learn to read and write their sounds using their 'Fred Fingers'.

To be a reader, children must be able to apply their phonic knowledge **independently**. Children will begin to use initial letter sounds at RED and will be blending by YELLOW and BLUE. Whilst on these levels, children should have sound sheets, and should begin each tuition session with a sound sheet check.

DO NOT allow a reader to become over reliant on phonics – whole words cannot be 'sounded out'. Other strategies must be used in conjunction with phonics.

Pointing

Beginner readers often point to words with their fingers. As soon as children have one to one correspondence, this should be discouraged as it can lead to words being obscured and does not encourage the later skill of reading ahead. Ask the reader to 'point with their eyes' instead. Children who lose their place frequently can be guided along by the adult using a pen just above the words. Always point to the letter/ blend at the beginning of each word; this encourages the reader to look at the right place.

Example 1:1 session

This session is about teaching, assessment, deciding on the next learning steps, and choosing the right text to support these. It must be focussed and delivered with pace.

- The reader must get out own book, target card, book and sound check sheets
- Warm up – sound check sheets or comprehension
- Child to say target
- Introduce book or recap as appropriate
- Read to or with child if required
- Child reads, adult makes notes (quick miscue analysis)
- If necessary adult models the prompt when pupil comes to an unknown word (until prompt used independently)
- Praise given – specific to cue / target
- Re negotiate target if appropriate
- End the session by choosing new book (if appropriate) and child to finish by repeating their target
- Each session should also include an opportunity for the child to talk about their book or what they have read in the session. This may be their specific target anyway, but if not, it is important to give the child a chance to respond to the text so they understand that reading is more than just decoding.

Bridging the gap between Red / Yellow and Yellow / Blue

For some readers, the gap between red / yellow and yellow / blue reading stages may be too great. They may have all the skills needed for the previous stage, but may be intimidated by the number or words on each page, or the size of print. For these readers, the resulting lack of confidence means that they are too daunted to have a go, using the skills they so far have. For these readers, it is important that the gap between the two stages is bridged.

Read the book with the child so that the context is set. Read aloud sentences with the last word missing; the readers complete the sentence. Introduce new vocabulary. Introduce key words. Then ask the child to read. This can be seen as 1:1 guided reading.

Moving from Lime Green (end of Year 2) to Brown (Year 3) target cards

The reader needs:

- A wide vocabulary
- children should achieve targets at Lime Green onwards across a breadth of texts (reading fiction, non-fiction (including how to find information on diagrams, lists, flow charts etc) and poetry
- to understand how to answer **written** comprehension papers
- perseverance and tenacity
- to be able to 'read between the lines' i.e. understand inference and deduction
- to understand and explain similes and metaphors (use poetry as well as other texts)

The teacher needs to:

- teach group guided reading regularly
- teach how to answer the questions by using past papers, first orally then written
- ask children all the time to explain tricky vocab – then move the children to asking for themselves – this must be done in context
- use group guided reading to explore vocab and find definitions (dictionary work etc) – this must be done in context
- in writing, teach similes and metaphors, find examples in books
- lengthen some independent tasks to build up concentration levels – need a quiet environment

Remember teacher assessment still overrides the test, but the SAT is a good gauge of the level attained - be very wary of assessing at 'Greater Depth Standard' if the mark on the paper is well below the 'National Expectation' threshold.

Inference and deduction

Readers should be taught these skills right from the very beginning by:

- using pictures to tell a story
- talking about the story (remember the target on all target cards “*At the end of a book I can tell you what has happened*”)
- sequencing the story
- explaining why things have happened (eg Why is Frisky laughing in the picture?)
- making up speech and thought bubbles for characters (in writing as well)
- predicting what might happen next

Able readers in EYFS and KS1

Some younger children will be very able readers. Much care should be taken when choosing a suitable text, as while their reading ability may be high, their maturity and comprehension level may not be. Many higher-level books may have unsuitable content for their age.

Children working at expected standard at the end of the autumn term in Year 2 are ready for whole class and group guided reading. When there are enough children to make this tenable, it should be introduced. In some cases, teachers may begin guided reading with children before this stage, depending on the teacher’s assessment of their needs and the children’s capabilities and ‘readiness’.

Free readers

All children in KS1 are on an individualised 1:1 reading programme, so no child is a ‘free reader’. They should be directed to select (or you should select for them) books that are appropriate to their learning needs for 1:1 and guided reading sessions.

Reading in Key Stage 2

Overview

Children working at or above age-related expectations on entry to KS2 will be taught reading skills through whole class guided reading.

Children must be taught 1:1 (as above) if they are not attaining at age related expectations. The number of times per week will depend on their level of need. Teachers may also decide that other children receive 1:1 reading in addition to other activities (e.g. more able, disadvantaged etc).

Possible Organisation of Whole Class Guided Reading

General Points

- Involve all children in every session, whether they can read the text independently or not.
- One Book (or Text) Per Child. This allows children to position and reposition a text while reading and for each child to be reading the same word at the same time — one book/text per child allows for maximum absorption and minimum distraction. If you don't have enough books – consider photocopying rather than sharing.
- The text should be high quality and age appropriate. Extracts should be used to ensure depth is key.
- When the teacher or another child is reading aloud to the class*, children could use a ruler (or similar) to read line by line. This gives the teacher an instant snapshot of who is on task and who has drifted off. The children know that the teacher may ask them to take over at any point, and they don't want to be caught napping. If someone does lose concentration, a quick glance at their partner's ruler means they can get back up to speed quickly (***children should NOT use this approach when reading independently! Competent readers scan ahead and a rule will block the text**).
- Approximately One Intervention Per Paragraph. Constant modelling and questioning, as well as 'reading between the lines', is essential.

5 step Approach

Prior to the Lesson (Selected Children)	Pre-teach vocabulary
	Pre-read text
Day 1	Teach vocabulary whole-class prior to reading
	Teacher reads, children follow on the page (focus on pace, fluency and intonation modelling. No stopping, just modelling)

	Likes, dislikes, puzzles, patterns
	If time, teacher re-reads, pausing for vocabulary checks, thinking aloud and authorial intent
Day 2	Remind of vocabulary whole-class prior to reading
	Enrich activity
	FASE reading: pausing for vocabulary checks, thinking aloud and authorial intent
	Children follow the text on their tables
	Reflection of how the Enrichment has deepened their understanding of the text
Day 3	AIR reading, responding to the text through VIPERS
Day 4	
Day 5	

4 Part Approach

Part 1

- Teacher reads to class modelling expression and inference. Once you have dropped them off ‘in the thick of the action’, the children can slowly begin to take the reins. Activities: (a) As you read, get the children to Hoover up every piece of new vocabulary. Stop and give children time to write down these words in their guided reading books. Try to connect the new words to words they already know when necessary. Quiz the children on these words at the beginning of the next day’s lesson (and at every other opportunity) and (b) 60 second retrieval quiz. Put a 60-second timer on the board and flash through a series of multiple-choice questions on the board.

Part 2

- Get individual children to take over the reading out loud. This is a good opportunity to check in with your ‘middle’ attainers and get them to practise nuanced expression, as well as making sure that key children are keeping up. Activity: Quick-fire round of ‘Find and Copy’. Approximately 5 questions in 5 minutes — children record answers in their books.

Part 3

- Ask children to read a section independently. Be clear about where they need to start and where they need to finish. Have an 'if you finish early...' activity ready too.
- If there are children in the room who can't access the text independently, you will need to consider how you support them to access the text (i.e. make sure that these children are sitting next to someone who can read the text fluently to them – adult or child).

Part 4

- Children spend the final part of the lesson answering questions in their guided reading books. These can be differentiated for SEND children to address specific skill gaps. However, don't differentiate for the sake of differentiation. Remember... they will all be sitting the same paper in Year 6!
- During this part of the lesson, TAs and teachers can work with individuals or groups needing specific input or support.
- Discuss and model 'example' answers to questions and use a variety of questions (e.g. find and copy, short, long etc).

Ideas for adult led 1:1 and Group Guided Reading Sessions

Developing readers:

Every single child who cannot fluently decode age-appropriate texts should spend time working solely on fluency.

- Book introduction - Text type, Picture flick, APK (title, author), Front cover predictions
- Strategy check - Tricky words, Finding words, Matching words, Strategy teaching
- Independent reading – Modelled by adult, Choral, Independent
- Return and respond to the text – Decoding strategies, Role play, Questions and discussion

Experienced readers:

- Book introduction - Text type, APK (genre, title), Predictions (cover, object, vocabulary, opening line etc)
- Strategy check - Tricky words, establishing meaning reminder
- Independent reading - Focus, Round group, Independent
- Return and respond to the text – Tricky words, Role play, Textual evidence, Paired writing, Questions and discussion

More Able Readers in KS2

Children are encouraged to work on the 'Deeper Learning' objectives on the Reading Target Card. This may include reading independently for a sustained period of time (age-dependent), completing book reviews or reading a wider range of texts.

MONITORING & TRACKING

Pupil progress will be tracked on Target Tracker, which is kept up to date regularly. Reading records and guided reading books also form important evidence to support formative and assessment. Teachers may also keep their own notes / records of 1:1 and / or group work.

The Senior Leadership Team (SLT) will periodically review reading record, guided reading books and other records. They will also hear children read and ask them questions.