



Reading Policy 2017-18

This document aims to show the school's reading ethos and how it is practised through discretely taught Teaching of Reading sessions as well as other areas across the school and curriculum. It will set out a series of expectations for teachers, providing clarity for all members of staff to ensure that all our pupils are provided with a rich and varied learning experience that aims to develop the children as lifelong readers. Through the curriculum and our practice we strive to develop a culture of reading through consistently using high quality texts, that demonstrate aspirational language and grammatical structure; a variety of texts that inspire and enthuse children; texts with themes that help our children to develop and promote the school's values as well as ensuring their personal, social, spiritual and emotion needs are met and where children are able to progress and reach their full potential.

What is Reading at Camelot?

As a school, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge.

Through our discussions and research, we believe that the following principles are at the forefront of our approach to reading.

- **Reading is challenging**
We develop our understanding and command of the English language through our experience of and exposure to challenging texts
- **Reading is varied**
We recognise that reading comes in many forms and essential to everyday life
- **Reading is explored**
We use 'close reading' to interrogate texts through rigorous study
- **Reading is inspirational**
We are enthused and stimulated by what we read and use the ideas and techniques that we have experienced when reading to inform our own written work

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What is Teaching of Reading?

Teaching of Reading is different to Guided Reading as its purpose is to teach the skills involved in being a good reader in the best way possible for those children in that class, rather than sticking rigidly to having ability groups that circulate through a carousel of activities. That is not to say that Teaching of Reading cannot be made up of a carousel of activities or be ability grouped at times, providing that that approach is the best way to teach the objective selected. The traditional Guided Reading approach to teaching reading may still be most appropriate for younger children in Key Stage 1. However, once children are able to read with a degree of fluency (i.e. not sounding out every word) this model becomes increasingly redundant. (See Appendix item 1.1 ['What's wrong with Guided Reading?'](#) for more information to support this choice)

Why is Teaching of Reading any different?

1) **Whole class Teaching of Reading**

Teaching of Reading means that the teacher can better plan activities which allow children to access reading skills. It also allows the teacher to work with the children that need it the most at that time. Differentiation can be achieved in many ways: the difficulty of the text the children are working on; the questions the teacher is asking them; the level of support they are receiving. The outcome of the lesson is often written but not always. Teaching the whole class the same objective removes the problem of independent groups, it allows the teacher to focus on one objective in depth and better prepare children for the expectation of written responses at the end of KS2.

2) **Make reading skills explicit and simple**

Children need to be aware of the reading skills they are using in order to give them a greater understanding of what makes a well-rounded reader. Instead of having long winded wordy objectives we can break them down into 5 simple words:

Decode (word reading)

Explain (explaining unfamiliar words and developing vocabulary)

Retrieve (finding information in the text)

Interpret (inference skills)

Choice (the choices of the author)

DERIC

Read with **DERIC**

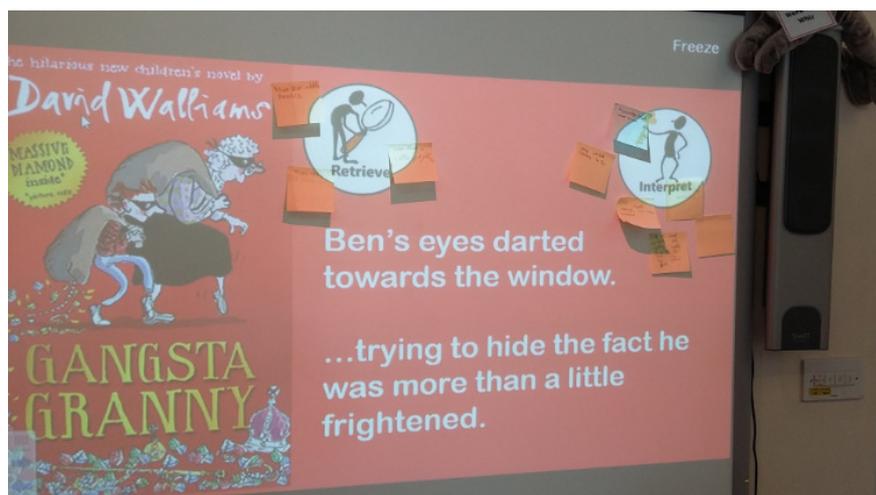
KS1 use the DERIC skills. As we move into KS2 we can lose the "D" and just have ERIC.

3) **This means we now have an extended focus on Reading Skills.**

Teaching whole class sessions allows the teacher a greater amount of time on focused skills rather than skimming over them.

Here is how a year 5 teacher used whole class Teaching of Reading:

'Recently, in a reading lesson we were studying a chapter of Gangsta Granny by David Walliams where Ben, the main character, is scared of his jewel-stealing antics being discovered by the nosey neighbour. In this lesson, we were focusing on the skills of 'retrieve' and 'interpret'. In the lesson, the children read through their chapters highlighting quotes which told the reader Ben was scared. They then looked at these quotes and sorted them into retrieval and interpretation clues. As a whole class session, I found I could ask challenging questions that the whole class got to hear; I could support the lower ability children because we could read the chapter together and highlight our quotes; we could take time to discuss the tricky vocabulary together. It just seemed to work better and in a less contrived environment, without me worrying that my independent groups have lost the plot with their comprehension cards ten minutes ago.'



4) Weak readers can and should still receive phonics support.

The ability to decode texts is vital if children are to become effective readers. If they can't do this, support must be put in place so that they are able to do this confidently. Key Stage 1 children have dedicated phonics session daily and children who did not pass the phonics screening on the second attempt should still receive support in Key Stage 2 if their ability to decode is still impacting them as a reader. TA support outside the Teaching of Reading time should be dedicated daily to 1:1 reading with children that have not yet mastered the ability to decode or read with a degree of fluency.

([Resources](#) and [support](#) ideas can be found in the Appendix 1.2 and 1.3)

A Culture of Reading

Developing a culture of reading at Camelot is fundamental to the progression of the children not only in reading but across all other subjects.

In classrooms teachers will place a high value on books and reading by;

- Ensuring that the classroom has a well-designed and looked after book corner
- Caring for books through the use of school and class librarians
- Finding daily opportunities for children to read independently
- Ensuring that daily reading aloud of aspirational and engaging texts happens at the end of everyday

The school will provide additional events and activities to widen the scope of reading such as:

- Regular trips to Peckham Library and weekly visits to the School Library
- An annual Book Week that celebrates reading
- Prizes and awards will be linked to reading

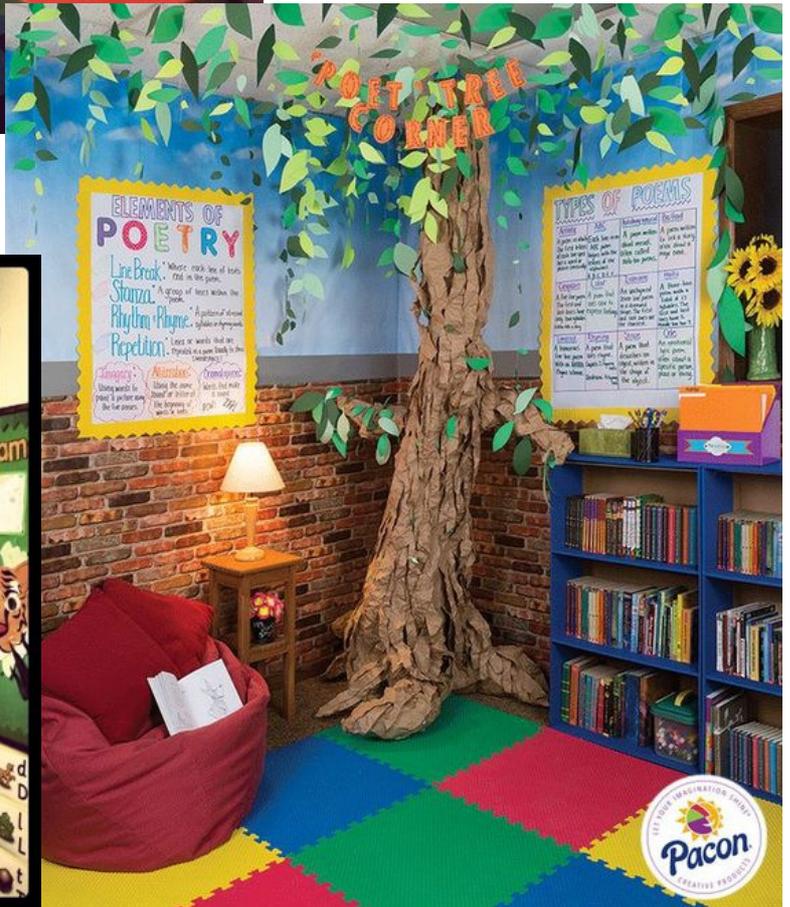
Book Corners

Book corners are a staple of every classroom at Camelot Primary School. Teachers are expected to organise their book corners at the start of the year and maintain them with the help of the children.

Book corners should contain the following:

- A range of age related texts (with options that will stretch and challenge as well as some texts that can be accessed by lower ability readers).
- A comfortable space for children to sit and read – this could involve soft seating, cushions, beanbags, rugs etc.
- Key questions that children can think on when they are reading independently.
- Something that the children have created – this could be book reviews, class anthologies, reimagining of book covers, etc. These will be added to throughout the year.
- A system for organisation for texts that is appropriate and accessible for the children to use.

The theme of book corners this year will be gardens. Here are some ideas:



More ideas in the appendix.

Home School Reading

Developing strong links between home and school reading is vital in ensuring children become lifelong readers. The school will support parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly for both independent reading and books to be read aloud.

Independent reading books are changed in the following ways in each year group:

Reception – During Teaching of Reading, the class teacher reads 1:1 with individual children and changes their books in line with their reading level*. Teaching of new and exception words is also supported by word tins that are also monitored and kept up to date by the class teacher. Each child should take two reading books a week home.

Year 1 - During Teaching of Reading, the class teacher reads 1:1 with individual children and changing their books in line with their reading level*. Each child should take two reading books a week home.

Year 2 – During the afternoon session, a teaching assistant from the year group (or from each individual class) takes children out in small groups to read and change books in line with their reading level*. Each child should take two reading books a week home.

Year 3 - During the afternoon session, a teaching assistant from the year group (or from each individual class) supervises children going out in small groups to read and change books in line with their reading level*.

Year 4 - During the afternoon session, a teaching assistant from the year group (or from each individual class) supervises children going out in small groups to read and change books in line with their reading level*.

Year 5 - During the afternoon session, children (in small groups of about 5) are given time to change their reading books from a selection of age appropriate and levelled texts.

Year 6 - During the afternoon session, children (in small groups of about 5) are given time to change their reading books from a selection of age appropriate and levelled texts.

**When the term 'reading level' is referenced this refers to the texts that teachers deem appropriate for that child and will not always run to the traditional colour coded system. This is particularly relevant lower down the school where the phases being taught in Phonics will have a bigger impact on what the children will be able to access than the coded systems.*

Reading aloud and reading over time

Children and parents will also be encouraged to read together through sharing stories and parents modelling reading to their children. This will be achieved through all children from Reception to Year Six having weekly visits to the school Library.

- Lower down the school children will see this as an opportunity to choose a book that they might not be able to read independently but would like to share with their parent or carer; a bedtime story.
- Higher up the school children will be encouraged to select a book from the Library that they find interesting, want to share with someone at home, is challenging, etc. Unfortunately, children in Year 5 and 6 rarely, if ever get a chance to read with parents and staff need to actively encourage this.

Please note – we are highly aware that the parents and carers at our school have an enormous range of skills when it comes to their own literacy and often the lack of parent involvement comes not from a lack of desire to support their children but from their own insecurities when reading. Please be sensitive to this when speaking to parents or children and sending books home. As a school, we will endeavour to support and improve parent and carer literacy through a range of workshops and courses over 2017 – 18.

At a Glance - The Non-negotiables

Teaching of Reading

- Teaching of Reading happens daily in a 30 minute slot apart from in Year 6 where it is an hour long session.
- Learning Objectives are taken from the reading assessment section of Arbor (See also STAR document and Read with DERIC) and should always be reading focussed even if the outcome is written.
- Formative assessments of the children are recorded on Arbor as the learning objectives are taught.
- Reading Journals demonstrate written or recorded outcomes happen, on average, 3 times a week and all work is acknowledged by the member of staff that taught the lesson.
- Teaching of Reading planning is completed and submitted to the English Subject Lead for feedback weekly (by 4pm each Friday).
- Plans are shared across the year group to ensure consistency of teaching

Book Corners

- Books are cared for and organised.
- The space is accessible for children and comfortable for them to use.
- The display materials are well maintained, inviting and age appropriate.
- There is evidence of the children's work in the book corner.
- A range of different genres of age appropriate text are available.

Library

- Children have opportunities to visit the school Library on a weekly basis.
- Children are encouraged to read for pleasure at home and at school.
- Books chosen from the Library should demonstrate children's desire to challenge themselves and teachers must encourage and monitor this.

Home School Reading

- **Reception** – During Teaching of Reading, the class teacher reads 1:1 with individual children and changes their books in line with their reading level*. Teaching of new and exception words is also supported by word tins that are also monitored and kept up to date by the class teacher. Each child should take two reading books a week home.

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References:

[https://www.savethechildren.org.uk/sites/default/files/images/Read On Get On.pdf](https://www.savethechildren.org.uk/sites/default/files/images/Read%20On%20Get%20On.pdf)

<http://www.misswilson.wordpress.com>

Other Reading:

http://www.literacytrust.org.uk/policy/nlt_policy/825_independent_commission_on_social_mobility

<https://www.booktrust.org.uk/usr/library/documents/main/booktrust100-final-report-17-march-2014.pdf>

Useful Links:

<http://www.literacyshed.com/>

Appendix:

1.1 What's the problem with Guided Reading?

Teachers often feel at a loss with Guided Reading – knowing that the sessions are not successful enough and struggling to find ways to make improvements. If we remember that a quarter* of both end of key stage assessments are focussed on reading and we only spend around 10% of a school week (2.5 hours, not taking into account the fact that Guided Reading sessions are often the first to get cut when other priorities arise – assembly practice, etc) directly teaching reading skills – it's not much. If we then really analyse how effective Guided Reading sessions are, we can really only account for 25 – 30 minutes of direct teaching of reading skills for each child a week. That's around 1% of a child's school week.

Of course, it could be argued that we teach reading through other lessons such as English, Humanities, even Maths and Science but this is by osmosis. We are not teaching reading skills in these lessons - we are asking children to apply their skills. The learning objective in other sessions is rarely focussed (if ever) on a reading objective, even in English – we need that time for writing objectives!

If our already overcrowded curriculum means we can only dedicate such a small amount of time to teaching reading skills we must ensure that the teaching is of the highest quality. We know that this is currently not the case in a number of schools because OFSTED inspectors are usually kept well away from Guided Reading sessions as they do not show enough progress!

*Reading, writing, SPaG and Maths

Here are some of the main issues that teachers face with Guided Reading:

Independent Groups

- The nature of guided reading means that while 6 children a day get the teacher's focussed attention the rest of the class are left to work independently. Even with the best planned activities children often become disengaged especially the lower attaining children who need the most attention. Often these activities boil down to busy work rather than targeted tasks that develop the skills required for reading.
- OFSTED thinks so too . . .

“(reading session) took too little account of the needs of other groups in the class and the tasks set for them lacked challenge. In some instances, pupils were left to their own devices to read silently or share books. Although some enjoyed the opportunity, others merely flicked through their books with little apparent interest.”

Reading for Pleasure and Purpose, 2004

Too focussed on assessment

- The majority of the reading session you are so focussed on writing comments and assessing the children you don't have time to teach the reading skills needed. Instead you are drowning in post-its and left trying to decipher your own handwriting.
- The truth is if you have 5 groups in your class and they are all reading different books you have not read all of those books before the children. How can you possibly ask appropriate deep and meaningful questions to children when you are just as surprised as they are when they turn the page?

Group work is not focussed enough

- As you have not had time to read the book before, the quality of questions that you ask are not only not deep enough, they lack focus. If you choose an LO for the session without having the chance to look closely enough at the text how do you know it is appropriate for that section of the book?
- Questions often end up jumping around with no focus.
- Often a confident child dominates the discussion and the less confident ones shy away – even the best teachers find it hard to ensure equal participation from all of the group.
- Maybe a 25 minute conversation is not the best way to ascertain what they know and what the next steps are.

End of key stage assessments require written outcomes

- A child's reading ability at the end of KS1 and KS2 is assessed through a written outcome which doesn't marry up with the guided reading approach.
- Year 6 teachers often find children are totally under prepared for the types of answers required in the SATs as teaching in the previous years has not addressed the necessary skills.

The children have poor models

- Guided Reading often means children working solely in ability groups. Most children will start in one group in year 1 and stay in the same group with the same children for their entire primary school lives. This grouping might work really well for the HA group because they talk about books with other HA children – the models they see are great, the discussions they have are real and deep. However, in the LA group they have poor models. The only other children they hear read and talk about books are also struggling readers. No wonder there is little movement between guided reading groups

Difficult objectives need explicit teaching

- As children move through KS2, they are required to become more analytical as readers. They are expected to develop their inferential skills and also have an awareness of authorial intent. Not enough time is spent actually teaching children how to do this and what to be aware of when reading. Rather, we skim over it with a couple of unfocused questions here and there

1.2 Resources for Different Approaches to Reading Skills

Here are some resources that you might find useful when trying whole class Teaching of Reading with your class

Finding the Main Idea

Why? It helps us understand what we read.

In Fiction

What is the story mostly about?

What do I notice over and over?

- More than 1 word

In Non Fiction

What does the author want me to know about the topic?

- more than 1 word

- first or last sentence can give you a clue

- use headings

Fact or Opinion

Read the statement carefully.

Facts

can be proven, measured or observed

Ways to Prove: research, see it

Facts about Skittles

Skittles are a type of candy.

Skittles come in different colors.

Opinions

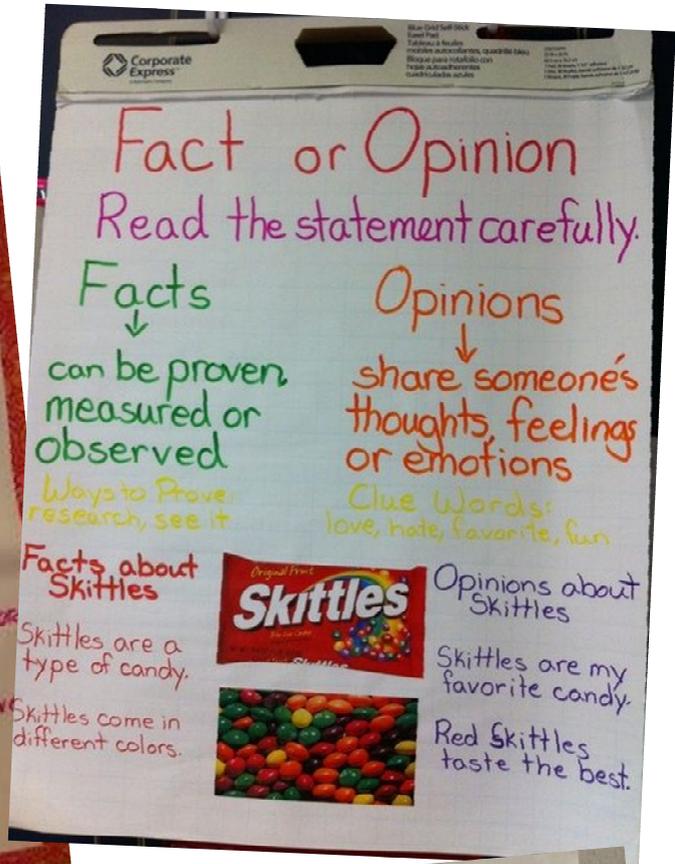
share someone's thoughts, feelings or emotions

Clue Words: love, hate, favorite, fun

Opinions about Skittles

Skittles are my favorite candy.

Red Skittles taste the best.



Author's Viewpoint

Think about what the author says and how they say it.

THE TRUTH ABOUT THE 3 LITTLE PIGS!

WON

"I was framed. I was told to go to my mother's house. I hated it!"

ADVENTURES WITH LITTLE PIGS

PIG

"The wife wanted to eat us. He luffed and it stuffed and, he been our house down!"

I can tell that the author likes _____ about _____ because _____.

The author feels _____ I knew the author _____ because _____ and _____.

Readers read to figure an author's intent by figuring out how the author is making us feel + how.

☑ We pay attention to how we feel after reading a text.

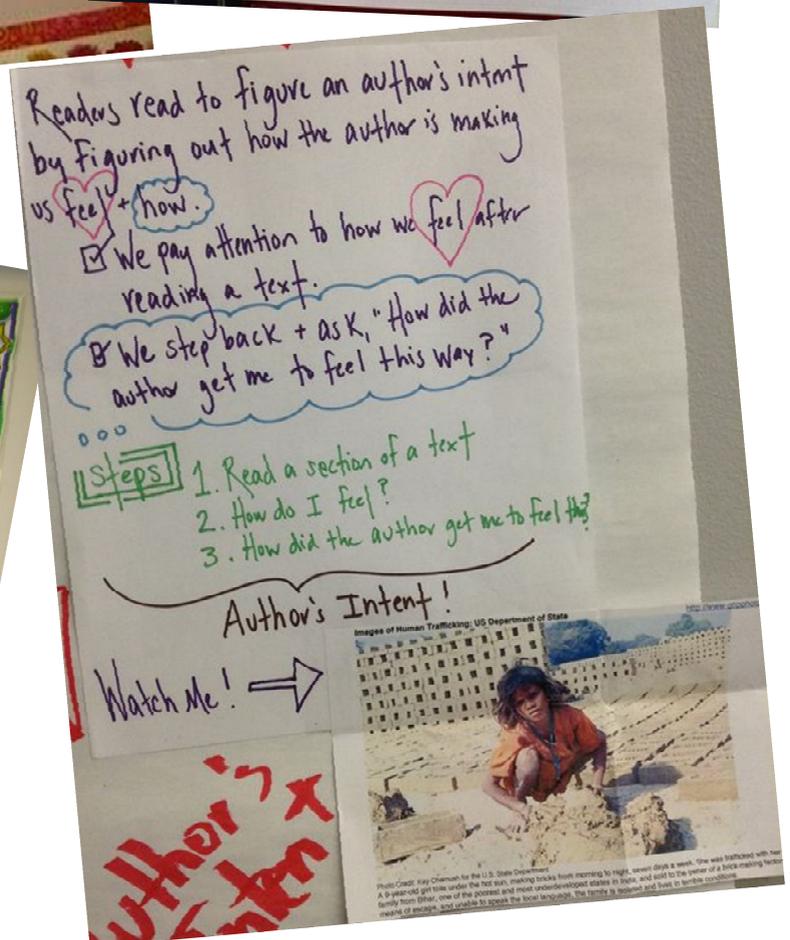
☑ We step back + ask, "How did the author get me to feel this way?"

Steps

1. Read a section of a text
2. How do I feel?
3. How did the author get me to feel that?

Author's Intent!

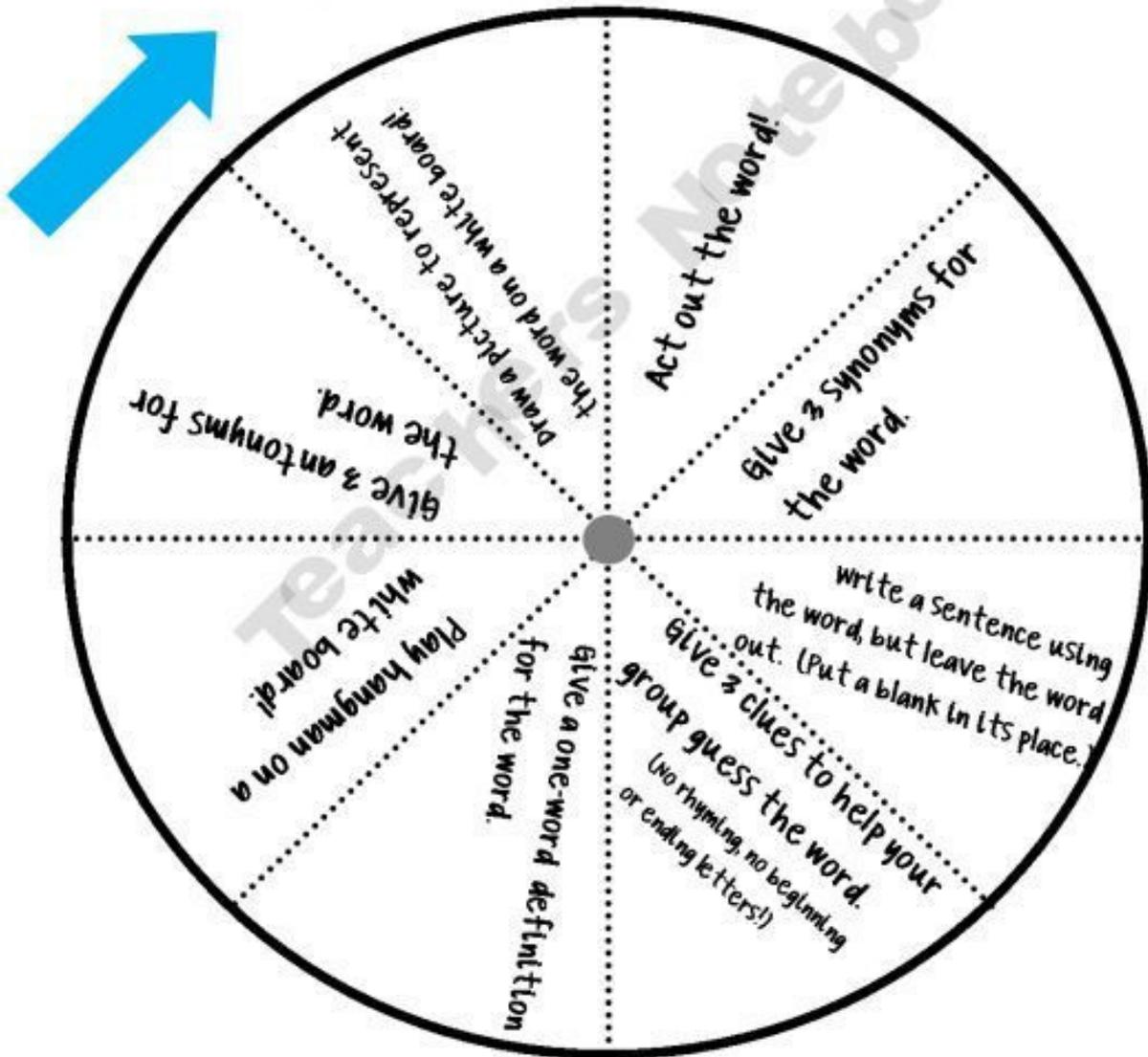
Watch Me! →

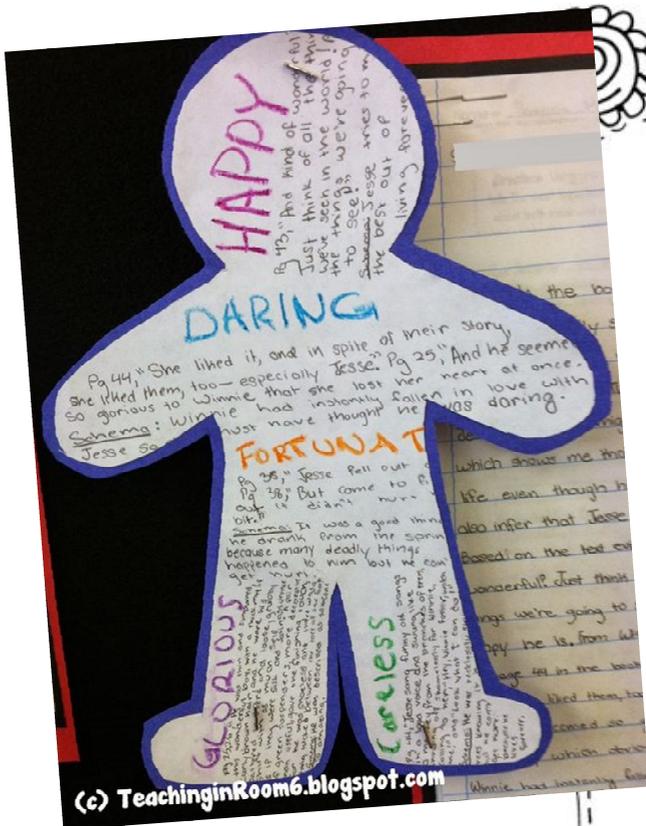


*This could be altered to use words from the text in a particular section that you have read or words that you have been adding to a vocabulary board throughout the reading of the story.

GUESS MY WORD!

1. Choose a word from the wall.
2. Spin the spinner.
3. Do what the wheel says to help your group guess your word!





Inferring Song

Tune: My Bonnie Lies Over the Ocean

Sometimes when you're reading a story
The words are not all there for you
So being a good book detective
Will help you find any clue

Chorus

Infer, Infer
Fill in what's not in the book
Infer, Infer
It's taking a much closer look

Some authors leave clues in the pictures
Some authors leave clues in the text
They give you just part of the story
And want you to fill in the rest

Repeat Chorus

So when you are reading a story
Be careful to read what is there
But then figure out what's missing
Now you're inferring with flair

QUESTIONS TO ASK ABOUT READING

AUTHOR'S PURPOSE

- Is the author trying to persuade, inform, or entertain the reader?
- What message does the author want the reader to know?
- Why did the author write this piece?

ASKING QUESTIONS

- What questions do you have about what you read?
- What is something that you would ask the author?
- What else would you like to know about this topic?
- What do you think was the most important part?

MONITORING YOURSELF

- What background knowledge do you have that relates to this text?
- Did you ask yourself questions as you read?
- Did you reread sections that were difficult?
- What did you do when you came to a word you didn't know?

INFERENCE

- What is a generalization you can make about the main character?
- What is something you can figure out about the story that the author didn't tell you?

SUMMARY & MAIN IDEA

- What is the main idea? What are two supporting details?
- What would be a good title for this selection?
- What happened at the climax of the story?
- Write a summary including beginning, middle, and end.

CONNECTIONS

- What does this passage remind you of?
- What is another book you have read that has something in common with this one?
- What books have you read that have a similar theme or message?
- What is something you have learned this year that relates to the story?

Author's Purpose

<p>Times almost out! You only have a few hours left to get this amazing bicycle at this amazing price! This bike has the newest technology with easy glide tires, an electronic blinker, and even brake lights. Don't let this opportunity pass you by!</p>	<p>Once there was a little starfish that washed up on the beach. He was scared that he would die. A little child walked up to the starfish, picked it up and looked at it closely. The child seemed scared too. The child threw the star fish as hard as he could back into the ocean.</p>	<p>Chicken is much healthier to eat than pork. Chicken has less sodium, less fat, and less calories than pork. To stay healthy, eat more chicken.</p>
<p>Soil has many layers. The top layer of soil is good for growing plants. It has humus in it, which is basically dead animal debris. Humus gives the roots lots of minerals to grow.</p>	<p>Maps are used to find a location. Lines of longitude run up/down or north/south. The prime meridian is the line of longitude at 0 degrees.</p>	<p>"What's that smell?" the girl asked. She looked around the room for guilty faces. She thought "There is no way my teacher did that!" Mrs. Potts pulled her lunch box from behind her back and said "This is why you don't leave your lunchbox at school. It stinks the next day!"</p>
<p>My kite flew higher and higher. It swerved and danced among the clouds. The cool wind cut through my clothing giving me goose bumps, but I could not reel my kite in. It was having too much fun up there!</p>	<p>It's time to vote! I hope you will vote for Megan Gomez for Mayor. Megan is a great person with lots of experience making hard decisions. She will work hard for our city. Please vote for Megan Gomez! GO GOMEZ!</p>	<p>The United States has lots of rivers, but there are 5 major rivers every 3rd grade student should know. The Rio Grande, Colorado, Mississippi, Ohio, and Hudson Rivers are major rivers in the U.S. They help give our country water and even electricity.</p>

Morning Message

An inference is an idea (your thinking) that's made from evidence (things you read or see).

Yesterday, I went to my BFF's house. What can you INFER about my friend based on these items from her house? Write it on a sticky note!

Inferring is using the text and your background knowledge to "put the pieces together."
"What do YOU think?"

Words to use when you infer

I think... Maybe...

I infer...

I predict...

My guess is...

Perhaps...

This could mean...

It could be that...



Inferring

When the text said...	I can INFER...
My mother hid my little sister and me under the bed.	She doesn't want them to get harmed by the soldiers. The girls are probably very frightened. It was an error.
"I must have your wedding ring," my father told my mother.	They didn't have enough money.
Her face twisted the way it did when she closed the door of our home for the last time.	Mother was scared and worried.
I saw him look at my mother across our heads.	The father was trying to look strong and not scare them more.
Everyone was quiet and my mother gripped my hand.	She's trying to give her hope. She was trying to give her courage.
I was afraid to hope.	She didn't want to get her hopes up and be disappointed.
My father only trusted me...	Father thinks it's important.

What's In Mrs. Mullins' Bag?

(...and MORE importantly: what does it all mean???)

- car keys "I infer Mrs. Mullins has a car. (Adam)
"Mrs. Mullins can drive." (SB)
- glasses "You use your glasses to see better." (Luis)
"You wear glasses." (Nic)
- Starbucks Giftcard "You like coffee." (Sophie)
"You like Starbucks." (Adam)
- Diet Coke "You like pop." (Leanne)
"You drank it all." (Nic)
- Camera "You take pictures." (Tracy)
- allet "You drive because you have a licence." (Zach)
- upons "You go to the store to buy stuff." (SB)
- ook "It helps you teach." (Nic)

SUPPORT YOUR CONCLUSIONS WITH EVIDENCE

The author stated...

According to the text...

On page _____, the character says...

From the reading, I understand that...

Based on _____ from the text...

I know _____ because...

For example, when...

1.3 Support Structures

Some ways you could support the LA children in whole class Teaching of Reading:

- **Pre-teach vocabulary**

If you know that the text you will be using the following day includes topic specific words or difficult vocabulary that you think some of the children will find difficult then teach those words before reading that section. Children can use dictionaries to find out definitions and record in reading journals (you could extend HA children in the same task by using a thesaurus to find synonyms and antonyms for the words). These words could then be added to a vocabulary wall so that the next day the LA children will find it easier to access the text and the HA children will have a deeper knowledge and understanding of the words used.

- **Write a simplified version of the text**

You could edit the section of text you will be working from to make it simpler for the children to access. If this includes some of the pre-taught vocabulary the LA children will be able to enjoy the text as well as feel challenge and confidence at using new vocabulary.

- **LA groups get more attention when they need it**

These children clearly find accessing reading the hardest so they require more adult support. In the old Guided Reading format they would be lucky to get this twice a week (if you have a TA, once if you don't). When in their independent groups these children would often be doing holding activities rather than properly engaged with the task. In whole class teaching you can make more time for the children that really need your support and they can experience better reading models from their peers.