



## **READING**

### **I am a Reader**

#### **Intent:**

At Frome Vale Academy, we celebrate reading across all years and see it as one of the main foundations in a child's learning. In addition to this, we see that both fluency and enjoyment in reading are an integral part of a child's academic progress and success. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers.

At Frome Vale Academy it is our intention that our reading curriculum covers the key skills needed to become a great reader - understanding inference, retrieval of information, authorial intent, understanding of text layout to name a few. We put a high level of thought into the range of texts our children read, both within guided reading sessions and as independent readers, as our school encourages the use of a wide range of exciting and interesting vocabulary to develop our children's understanding and communication skills. The curriculum aims to provide reading opportunities (fiction and non-fiction) linked to topic learning in all year groups.

#### **Implementation:**

Our school environment reflects this intent through engaging library and reading spaces being developed across the school. All children from Reception to Year 6 choose a reading book to take home and this reading book is changed weekly. Children who are not yet 'free readers', will work through our school reading scheme – these are levelled books which match the children's current reading age. We expect family at home to read these books with their child daily and make comments in their child's reading record. Each classroom will have a selection of books in their classroom which are directly linked with the class topic and books suitable for their reading age. This offers opportunities for the children to apply their reading skills across the curriculum. This is a comfortable place for children to read throughout the day.

Phonics is taught daily throughout Reception and Year 1 to develop phonological awareness, early reading and speaking and listening skills. Our Phonics delivery is in line with the government's 'Letters and Sounds' guidance to provide high quality teaching of these skills. As part of this, children have daily phonics sessions, where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.

KS1 and KS2 children take part in daily whole-class Guided Reading lessons, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these. A strategic and progressive approach to the teaching of reading is in place, with reading comprehension skills being taught explicitly in all year groups. We use formative assessment purposefully, ensuring that it supports teaching and learning and promotes progress for all children.

#### **Impact:**

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

We measure the impact of our curriculum through the following methods:

A reflection on standards achieved against the planned outcomes;

Review pupil response to the questions and learning provided;

Pupil discussions and conferences about their learning;

Book scrutiny of pupils' learning across the school demonstrating the depth of understanding, progression and challenge and the tracking of standards across the curriculum.

Through the teaching of systematic phonics, our pupils become competent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.

We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. By the time children leave Frome Vale Academy, they are competent readers who can recommend books to their peers, use their skills to read across the curriculum, have a thirst for reading a range of genres and participate in discussions about books. They are able to evaluate an author's use of language and the impact this can have on the reader.

### **Phonics**

We begin the process of learning to read in the Early Years Foundation Stage, where we believe that the systematic teaching of phonics is the fastest and most effective way of getting young children to start reading. The Early Learning Goals provide the basis for planning reading with discrete phonic directly taught throughout the Foundation Stage. By the end of Reception, it is our expectation that all children can blend sounds and that the vast majority will be reading simple books. In Early Years Foundation Stage, the focus of writing is using phonics to write simple sentences with basic punctuation.

Please see the EYFS Reading Provision document for a detailed Long-Term Plan.

As children move into Key Stage 1, we continue to teach discrete phonic sessions which are based around the Letters & Sounds programme. During these sessions we aim to group children according to their developmental need through the different phases. By the end of Year 2, it is our expectation that the vast majority of children will be fluent readers, however we continue to build upon the Letters and Sounds structure and approach by revisiting sounds alternatives, introducing the relevant morphemes and spelling rules by following an integrated No-Nonsense spelling programme.

For those children who are not at the expected level by the end of Year 2, class teachers will work with the SENCo to provide intervention activities.

In Year 1, children are assessed termly to track their progress towards the Year 1 phonics test.

Please see the EY and KS1 Phonics Long Term Plan document for termly sound/rule coverage in Reception, Year 1 and Year 2.

### **Home Reading**

In EYFS, KS1 and KS2, children take home a reading book based on their reading level. The children change their books regularly and select their own reading book, which is recorded

in their Reading Log. We encourage children to read each evening at home with their families and to make comments in the reading log books. Teachers have a short 1:1 reading session with each child per fortnight and should record this in their reading records. Comments should say what you enjoyed about the reading and what they need to work on, e.g. 'I enjoyed the way you used your voice when different characters were speaking'. To encourage children to read regularly at home there is a whole school celebration display in the school Library.

### **Reading Monitoring Procedures at Frome Vale Academy**

#### **EYFS**

- Children will place their book bags into the black boxes in the morning. In Term 1, children will keep their book bags in drawers to avoid contamination. This will be reviewed termly and built into the risk assessment.
- TP will check these **every morning**, upon the arrival of the class, to ensure that reading logs and correct level books (2) are in place. Texts will be sent home if this is not the case.
- A big check will take place on **Friday** where the Class Teacher or TP will check children's reading logs and place an appropriate stickers/communication for children who have not read at **least 2 times** a week at home. Texts will be sent home and this will be logged on cpoms.
- Children who were able to read **4 times** or over every week will attend the reading treat/ receive additional house points.
- All children will be read with **weekly** by a teacher.

#### **KS1**

- Children will place their book bags into the black boxes in the morning – these will be labelled with children's Guided Reading group names.
- Children will place their logs and books (2 max) of the correct level ready on their desks **every morning upon their arrival**. Class Teachers will check these daily, to ensure that reading logs and correct level books are in place. Texts will be sent home if this is not the case.
- A big check will take place on **Friday** where the Class Teacher will check children's reading logs and place an appropriate stickers/communication for children who have not read at **least 2 times** a week at home. Texts will be sent home and this will be logged on cpoms.
- Children who were able to read **4 times** or over every week will attend the reading treat/ receive additional house points.
- All children will be read with (1:1) at least fortnightly by **their class teacher** with some children reading every week.

#### **KS2**

- Children will place their logs and books of the correct level ready on their desks **every morning upon their arrival**. Class Teachers will check these daily, to ensure that reading logs and correct level books are in place. Texts will be sent home if this is not the case.
- A big check will take place on **Friday** where the Class Teacher will check children's reading logs. If children do not meet the Homework Policy expectation (2 reads per week), they attend a lunchtime club for reading on Friday in an allocated classroom. They will then have a monitoring sticker placed in their reading log. These will be recorded on cpoms and texts will be sent home.
- Children who were able to read **4 times** or over every week will receive additional house points/prizes if available.
- All children will be read with (1:1) at least fortnightly by **their class teacher** with some children reading every week.

### **Promoting Reading**

### **Reading for Pleasure**

Each class has a designated Reading Corner which is an engaging environment to stimulate and engage children. Teachers organise the use of this within their own classrooms. There is also a large selection of fiction and non-fiction books for children to access in the library area. We promote reading through display, an annual book fair and other events such as our 'Big Spotty Read Day' during Children in Need.

There are procedures in place to celebrate and further challenge confident readers in both KS1, and KS2. KS1 'Rainbow Readers' and KS2 'Free Readers' have a designated area with a selection of high-quality text in or near their classroom.

#### **EYFS**

A class book club is running **every Friday**.

-Phonics is taught every day.

-A class book is selected every week to introduce children to a range of best stories and poems at an early age. There is a clear rationale for each class book. The indoor and outdoor environment is language rich and facilitates, play and wider curriculum experiences build around children's interests and the class text.

-Outdoor learning and reading: the new reading shed is in place.

#### **KS1**

A class book club is running **every Friday** during independent reading as an opportunity to celebrate, share and talk about books. Children will select books from the book corner and share them with each other, and the teacher. Termly 'book tasting' sessions are in place. Children have an opportunity to choose from a wide selection of books in the Rainbow Reader area as soon as they are able to access it.

Each KS1 classroom has a selection of fiction and non-fiction books to promote reading in class.

End of the day texts in place – see Reading Spine in 'I am a Reader' document

#### **KS2**

A class book club is running **every Friday** during the 1:1 reading time slot as an opportunity to celebrate, share and talk about books.

Children have an opportunity to choose from a wide selection of books in the Free Reader area as soon as they are able to access it.

Each KS2 classroom has a selection of fiction and non-fiction books to promote reading in class.

End of the day texts in place – see Reading Spine in 'I am a Reader' document

### **Planning Formats - KS2**

#### **Long Term Plan – 'I am a Reader' document**

We use our whole-school '**I am a Reader**' document for Long Term Planning for Reading. This document contains all key concepts for reading, the curriculum context, reading for pleasure texts and objectives for each year group. All documents referred to in this pack will be accessible on the shared drive. **The strands within the Reading Rope have formed the basis of this reading progression document.**

Hollis Scarborough—creator of the famous Reading Rope and senior scientist at Haskins Laboratories—is a leading researcher of early language development and its connection to later literacy. The genesis of the Reading Rope dates back to Scarborough's lectures for parents on the complexities involved in learning to read. The Reading Rope consists of lower and upper strands. The word-recognition strands (phonological awareness, decoding, and sight recognition of familiar words) work together as the reader becomes accurate, fluent, and increasingly automatic with repetition and practice. Concurrently, the language-comprehension strands (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) reinforce one another and then weave together with the word-recognition strands to produce a skilled reader.

FVA I am a Reader document can be accessed via the Shared Drive.

**Medium Term Plan – KS2 Termly Overview planning format**

This planning format is completed termly and used to plan for comprehension/whole-class guided reading sessions taught daily, 1.30 – 2.00. Please add a daily learning objective (e.g. We are learning to infer) and a resource/stimulus you are using to cover the skills that week.

**KS2 1:1 Reading Time Planning Format**

This planning format is completed termly and photocopied weekly. 1:1 Reading slot is usually 1 – 1.30, straight after lunch and is an opportunity to read with each child weekly. Depending on the class size, most children will read every week, with some children (8 – 10 working at greater depth) reading every other week on a rotation basis.

The rest of the class complete meaningful reading tasks independently. These will cover curriculum objectives, such as prediction, inference, retrieval, explanation, summary and vocabulary work. Every class has a 'book club' slot every Friday during the 1:1 reading time, where children have an opportunity to explore books with their peers. Once every term, each class will have a 'Book Tasting' session running during the Friday book club slot. This is when children enjoy a special book club, with select fiction and non-fiction books sourced by the class teacher and have an opportunity to discuss and share their ideas.

KS2 Timetable for 1:1 Reading Time Term \_\_\_\_ Week \_\_\_\_ Year \_\_\_\_

**Medium Term Plan – KS1 Reading Planning format for groups**

This planning format is completed termly and photocopied weekly. 1:1 Reading slot is usually 1 – 1.40, straight after lunch and is an opportunity to read with each reading group weekly to develop comprehension and discussion skills. The rest of the class complete meaningful reading tasks independently. These will cover curriculum objectives, such as prediction, inference, retrieval, explanation, summary and vocabulary work. Every class has a 'book club' slot every Friday during the 1:1 reading time, where children have an opportunity to explore books with their peers. Once every term, each class will have a 'Book Tasting' session running during the Friday book club slot. This is when children enjoy a special book club, with select fiction and non-fiction books sourced by the class teacher and have an opportunity to discuss and share their ideas.

**Weekly Planning – Guided Reading session planning**

This planning format is used to plan for effective questioning while sharing a book/text with a guided reading group. Frome Vale Academy question stems are used to establish an in-

depth understanding of the read material and interrogate text appropriately and in a variety of ways.

### **Reading Comprehension**

#### **KS2 Expectations**

**1:1 Reading time:** This time is for teachers to do 1:1 reading with children and sign logs. (ticks for positives, arrows for next steps for parents to be aware of). Each child will be read with at least fortnightly.

#### **the 1:1 reading planning format is used**

The rest of the class complete:

Reading tasks related to the KS2 domains based on their independent reading or class reading – these are to be recorded/kept for evidence for each child in GR books and to have one of the following objectives clearly displayed along with the date:

#### **Long Date**

**We are learning to explain the meaning of words in context.**

**2a – give / explain the meaning of words in context**

**2b – retrieve and record information / identify key details from fiction and non-fiction**

**2c – summarise main ideas from more than one paragraph**

**2d – make inferences from the text / explain and justify inferences with evidence from the text**

**2e – predict what might happen from details stated and implied**

**2g – identify / explain how meaning is enhanced through choice of words and phrases**

**Learning task examples:**

Character review, Book review, a pre-read task, vocabulary work, prediction etc.

Please see *Primary English Education Consultancy* document for KS1 and KS2 for examples.

#### **Friday Book Club**

Children have an opportunity to read to their reading partners (one child reading, the other tracing the read text) or to engage in sustained silent reading. They will read their level books, class book corner books, library books, non-fiction books or books brought in from home. Children have an opportunity to share at the end of the session and occasionally complete books reviews and book recommendations. There is a focus on the sharing of reading and reading for pleasure.

#### **Whole Class Comprehension:**

Cracking comprehension/Headstart /Pixl or differentiated reading questions to be answered in books (KS2 question stems to be used). There will be a balance of non-fiction texts, fictions texts and extracts used during these sessions.

#### **Termly Reading Overview Format is used for planning.**

There will be 2/3 recorder pieces per week, with teachers spending approximately 2 sessions per week to introduce the text, unpick the vocabulary and answer retrieval and inference questions verbally. Please refer to the Sample Timetable at the bottom of the document.

#### **Whole Class Reading Strategies:**

- Echo Reading – children mimic teacher's intonation and reading speed
- Peer Reading - one child reading, the other tracing the read text
- Ping Reading - children take turns to read with the rest of the class following
- Pre-reading – children read silently and select unfamiliar or challenging vocabulary

#### **Vocabulary Focus**

A vocabulary session will be taught each week, either during the 1:1 reading time or Comprehension lesson e.g.

- dictionary/thesauruses skills
- whole class vocabulary pre-teach
- explanation of word meaning in context
- Pixl therapy
- Word maps
- Bullseye (oracy game)

### **KS1 Expectations**

#### **KS1- 1-1.40 (after lunch)**

##### **Year 1**

##### **Guided Group**

Sharing a text (differentiated) – comprehension and discussion focus over word reading only

Guided Reading timetables/planning kept in the planning folder on the shared drive and annotated plans will be kept in a class Reading Folder.

KS1 questions stems will be used to aid questioning and there will be evidence of a variety of domains covered.

The rest of the class continue to access and engage with the literacy-rich classroom environment. They have an access to a wide variety of texts in class at all times and will continue to engage with book club activities on Fridays. They are introduced to independent learning activities necessary for transition to Year 2 and these become available within the environment for children to access during their independent learning time in Term 6.

##### **Year 2**

##### **Guided Group**

Written comprehension group (slow transition towards this in Year 2) or Sharing a text (differentiated)

Guided Reading timetables/planning kept in the planning folder on the shared drive and annotated plans will be kept in a class Reading Folder. KS1 questions stems will be used to aid questioning and there will be evidence of a variety of domains covered.

##### **The rest of the class complete:**

Reading tasks related to the KS1 domains based on their independent reading or class reading – two pieces will be recorded/kept for evidence for each child in GR books and to have one of the following objectives clearly displayed along with the date e.g.:

Monday 15<sup>th</sup> July 2019

We are learning to draw on knowledge of vocabulary.

**1a draw on knowledge of vocabulary to understand texts**

**1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information**

**1c identify and explain the sequence of events in texts**

**1d make inferences from the text**

**1e predict what might happen on the basis of what has been read so far**

This is to include written comprehension when children are ready for that level of independent work.

### **ASSESSMENT**

#### **Reading**

- In the EYFS, children's achievements are ongoing and are assessed against the Early Learning Goals.

Assessment for Learning is established in all teaching and formative assessment occurs daily through oral feedback. Children will be assessed on PM Benchmark every term and will be formatively assessed on their individual sound knowledge throughout the term, every term, using an FVA spreadsheet.

- Summative Assessment Requirements –

#### All Year 1 Reading Assessments

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2015 Test Score Mock	2016 Test Score Mock	2017 Test Score Mock	2018 Test Score Mock	2019 Test Score Mock	2020 Phonics Screening Test
PM Benchmark	PM Benchmark	PM Benchmark	PM Benchmark	PM Benchmark	PM Benchmark
		Headstart Comprehension Test	Headstart Comprehension Test	Headstart Comprehension Test	Pixl Reading Test

#### All Year 2 Reading Assessments

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PM Benchmark	PM Benchmark	PM Benchmark	PM Benchmark	PM Benchmark (optional)	PM Benchmark
CLF: KS1 2018 Reading Papers 1 & 2 Week 6 – week 8 Results Uploaded to PIXL	KS1 2017 Reading Papers 1 & 2  Results Uploaded to PIXL	KS1 2016 Reading Papers 1 & 2  Available on T drive (not Pixl)	CLF: KS1 2019 Reading Papers 1 & 2 - 2 <sup>nd</sup> week of term, to be done in groups  Results Uploaded to PIXL	Year 2 SATS	

- Year 1 children are assessed using teacher assessments made during one to one and guided reading activities. They also complete the phonics screening test in June each year and take a mock test in terms 1,2,3,4 and 5. PM Benchmarking is also used and recorded to check progress through book levels.

#### Reading Assessment KS2

Term 1	Term 2	Term 3		Term 4	Term 5	Term 6
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Pixl Reading assessment or KS2 Past Paper <b>Y6 (week 2)</b> <b>PiXL Autumn</b> <b>1 papers</b>	Pixl Reading assessment or KS2 Past Paper <b>Y6 (week 2)</b> <b>National 2017</b> <b>KS2 papers</b>	Pixl Reading assessment or KS2 Past Paper <b>Y6 (week 2)</b> <b>National 2018</b> <b>KS2 papers</b>		Pixl Reading assessment or KS2 Past Paper <b>Y6 (week 2)</b> <b>National 2019</b> <b>KS2 papers</b>	<b>KS2 SATS</b>	Pixl Reading assessment       <b>PM Benchmark KS2</b>
	<b>PM Benchmark KS2</b>			<b>PM Benchmark KS2</b>		

- Year 3, 4 and 5 are assessed using teacher assessments made during one to one and guided reading activities. PM Benchmarking is also used and recorded to check progress through book levels. Formal testing and analysis of individual progress will take place at the end of each term using Pixl assessments.
- Formal testing and analysis of individual progress will take place at the end of each term using Pixl and past papers for Year 2 and 6. These are used as a tool to inform class teachers' planning and identify strengths and areas for development.

### Rough guide to Pixl and other test results

#### KS2 Assessment

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	O2+: 35  D: 65	O2+: 42  D: 70	O2+: 50  D: 80	O2+: 55  D: 85	O2+: 60  D: 90	ARE: 61  Exceeding:96
Reading y3&4	O2+: 11  D: 22	O2+: 14  D: 25	O2+: 17  D: 27	O2+: 20  D: 30	O2+23  D: 32	ARE: 23  Exceeding:32
Reading Y5 & 6	O2+: 13  D: 28	O2+:17  D: 32	O2+: 21  D: 35	O2+: 25  D: 40	O2+28  D: 40	ARE: 28  Exceeding: 40

### Reading Levels O2+

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Beginning to access level 1	Level 2	Level 3	Level 4	Level 6	Level 7/8
Year 1	8/9	11	12	14	16	17/18
Year 2	18/19	20	21	22	23	23/24
Year 3						25/26
Year 4						27/28
Year 5						29/30
Year 6						30+ Free Reader

### Frome Vale Academy Reading Levels

Children's Reading levels are used to ensure and test fluent decoding and whole word reading, along with a general reading comprehension of age-related reading levels and texts. Where relevant, children will be PM Benchmarked 3 times a year in Terms 2, 4 and 6, with EY and KS1 assessing reading in this fashion more often (refer to the whole-school assessment timetable)

Where children are reading on levels 1 – 8, Running Reading Record will be completed on phonetically decodable books instead of the PM Benchmark assessment. In Years 1-6 an attainment judgement of 'at earlier stages', 'yet to be on track', 'on track' or 'deepening' will be made at the end of each term by using information from **comprehension test papers** and reading outcomes.

#### Book Band and RR levels

Book Band Colour	Reading Recovery Level	Phonetically decodable books only	Phonics Level
	1	Phonetically decodable books only	Phase 2 (J&B)
	3-5	Phonetically decodable books only	Phase 3 (J&B)
Level 8 End of Rec	6-8	Phonetically decodable books only	Phase 3 with some common blends(J&B)
	9-11		Phase 4 (J&B)
	12-14		Phase 5
	15-16		Phase 5
Level 18 End of Y1	17-18		Phase 5/6

	19-20		Phase 6
	21-22		Phase 6
Level 24 End of Y2	23-24	For KS1 children: If can answer comprehension questions at Level 24, try a KS1 comprehension paper. If a good understanding is achieved independently on the paper, then move on to 'Rainbow Reader' in KS1.	
Rainbow Reader KS1			
Level 26 End of Y3	25-26	Move on to Level 25 in Y3 if good understanding has been achieved in KS1.	
Level 28 End of Y4	27-28		
Level 30 End of Y5	29-30		
Year 6	30+	If a child achieves Level 30 with good comprehension and a good level of understanding in the corresponding comprehension paper, then they become a Free Reader. They are then able to self-select from a Free Reader box in class/library.	

### **MONITORING**

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through monitoring and evaluating Literacy:

- Taking the lead in policy development designed to ensure progression and continuity of English throughout the school
- Providing support for colleagues in their development of planning and implementation of the scheme of work
- Providing support in assessment and ensuring Pixl is used effectively to ensure progress
- Assisting in the monitoring of progress and standards in English, taking responsibility for the purchase and organisation of central resources for English and keeping up to date with developments in English education, disseminating information to colleagues as appropriate
- Alongside the SLT, analysing data and monitoring teaching and learning. Using this information, the subject leader will identify priorities and set appropriate targets. They should plan and deploy resources accordingly to meet these targets.

### **EQUAL OPPORTUNITIES**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

### **MONITORING AND REVIEW**

It is the responsibility of those working in Frome Vale Academy to follow the principles stated in this policy. The Principal and Subject Lead will carry out monitoring on Literacy as part of the whole school monitoring schedule.

This policy will be reviewed on an annual basis.