



Astrea Academy Trust

Greengate Lane Academy

English Policy

Reading

| | |
|-----------------------------|------------------------------|
| Name of school | Greengate Lane Academy |
| Date of policy | September 2022 |
| Member of staff responsible | Rebekah Peet |
| Link Governor | Simon Merrywest (Curriculum) |
| Review date | September 2023 |

Reading Rationale:

At Greengate Lane, reading is at the heart of our curriculum. We believe that every child will leave Greengate Lane as a confident, fluent reader with a genuine love of reading. We foster a strong reading for pleasure culture.

We follow the Astrea Reading Curriculum which is a collection of whole-class reading lessons for all classes from Y2 onwards. The scheme of lessons was created by a team of experienced reading leads from across the trust with research at the core. These resources seek to build pupil reading stamina by incrementally mixing modelled teacher reading with pupil reading opportunities and varying text lengths. Texts range in difficulty with ways to approach different styles of texts incorporated to provide scaffolds and introduce new materials in small steps. The exposure to a wide variety of extracts from high quality fiction and non-fiction within these resources seeks to engage all pupils with new books to them that they can then seek out and read in full. These reading resources incorporate the practical findings from the 'Herts for Learning KS2 Reading Fluency Project'. This project focused on text marking and rigorous echo and repeated reading techniques. Twice weekly fluency practice happens for all pupils in school with additional fluency interventions for pupils identified as requiring extra support. A wide range of studies show that vocabulary knowledge is strongly related to reading comprehension. To make vocabulary acquisition explicit, vocabulary instruction is planned by teachers into each session as well as questions to build encountered vocabulary strategies throughout.

Our pupils are encouraged to work independently, in pairs and in small groups to assist their learning. They are given opportunities to explore and express their ideas and opinions and develop into resilient pupils who are open about their responses.

Books are at the very heart of our English curriculum to help to instil in our pupils a love of reading. We believe that this helps to develop pupils in all areas of English. Our learning environments are inspiring and motivating, to enable pupils remain keen and interested. Teachers are knowledgeable about children's literature and every member of staff in school has their own miniature library which contains some of their favourite and recommended reads which they talk about and share with the children. Every member of staff also has an 'I'm currently reading...' lanyard to prompt book talk. These current reads are also noted on staff email signatures.

How is the teaching of reading organised in this school?

After children have finished the RWInc programme, reading is taught following the Astrea Reading Curriculum. Daily, 30 minute direct taught reading lessons happen in every class Monday-Thursday with Friday being a 30 minute, high quality, planned reading for pleasure session. For the Astrea Reading Curriculum, yearly overviews, termly plans, texts and lesson examples are all available to staff on teams. Teachers plan their own lessons using these resources and support from the English Lead. Teachers plan their own RfP sessions and keep a record of this in their English planning files.

This pedagogy approach and lesson structure is consistent through school:

1. Recapping previous learning where appropriate to the lesson
2. Defining Key Vocabulary
3. Reading the text

4. Quick inference questions

5. Fluency practice

6. A series of 'Going Deeper' questions structured in the following ways: paired talk, paired write, individual think task, individual write or group discussion task.

The pedagogy approach is broken down over 2 days. Each week, 2 days are spent on a fiction text and 2 days on a non-fiction text:

Monday – Fiction (key vocabulary, reading the text, inference questions)

Tuesday – Fiction (Recap text, fluency practice, going deeper questions)

Wednesday – Non-Fiction (key vocabulary, reading the text, inference questions)

Thursday – Non - Fiction (Recap text, fluency practice, going deeper questions)

Friday – Reading for Pleasure




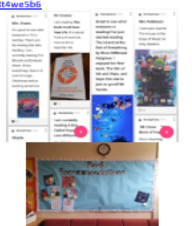




Reading for Pleasure:

Reading for pleasure is the entitlement of every child at Greengate Lane Academy and we motivate and engage readers in a variety of ways. There are timetabled Reading for Pleasure sessions every day in every class made up of 4 daily 15minute sessions and a weekly 30 minute session. Our RfP pedagogies are based on research and extensive work with the Open University Reading for Pleasure Team as well as a school audit which identified two key areas:

Developing teacher knowledge of children's literature:





Our staff:

- Engage enthusiastically and reciprocally as readers in school
- Make one to one reader recommendations tailored to specific children
- Articulate an informed and strategic rationale for selecting/using texts as part of their RfP pedagogy
- Identify multi-layered texts that inspire and enrich literary experiences
- Build reciprocal and interactive reader to reader relationships with staff and children.

| | | | | |
|--|---|---|--|---|
| Aim 1: Develop staff's knowledge of children's literature to enable them to engage in meaningful book talk, make tailored recommendations and foster reading for pleasure. This is an area that also needs to be developed before social environments can be effectively developed. | | | | |
| Teacher libraries / Shelves Every member of staff in school has created their own mini-library. Staff were encouraged to think about their favourite books and explore new authors, award winners and different genres.  | Email signatures & Lanyards – 'Ask me about what I am reading'. All staff have adapted their lanyard to include a 'Ask me about what I'm reading' card. These have been a great hit throughout school with children showing a genuine interest in the different books the staff are reading. Current reads are also shared on email signatures.  | Virtual Library: We have created a Virtual Library so that children and staff can access quality texts outside of school. Each class has a book self with 9 books to choose from. Staff research new books appropriate for their class and select new books from a range of authors which will suit their children's reading interests.  | Staff Reading Recommendations: Using a display board in the staffroom & Padlets – to share reading at home and recommendations. https://padlet.com/emmaharding1/anbbsrb284w5b6  | PDMs: Each weekly PDM starts with 5-10 mins dedicated to Reading for Pleasure. This has been sharing new books (fiction / non-fiction / poetry) and sharing book award longlists and shortlists. Read aloud / Shelfies / Find a poem that speaks to you / book blanket – choose a book that you wouldn't choose to read and why (get teachers talking). This has been an opportunity for staff to share knowledge of children's literature and explore books. |
| Reading Rivers: Each class has created a reading river to document their reading journey throughout the year and highlight some of their favourite reads. Children and staff created individual reading rivers. This has helped us to identify ourselves as readers and learn about our school community as readers.  | Teachers' Reading Challenge: Take part in the Teachers' Reading Challenge Spring/Summer 2021 https://teachersreadingchallenge.org.uk/ at least 6 books each.  | Book Awards & Author events. Online author events- Y3 & Y4 have accessed these through Sheffield Library Service. We take part in the Sheffield Children's Book Awards annually and we have a whole school voting system. Other book award longlists and shortlists are shared with staff on our RfP staffroom noticeboard.  | Reading Newsletter: Shared online termly with staff and families including information and activities to support reading at home, information about what we have been reading in school and recommendations. | Reading Spine: We have created a reading spine with recommended books. Through using the reading spine list, teachers will ensure they are exposing the children to high quality texts. We have 100 core text to read aloud and enjoy with our students from EYFS to Y6.  |

Reading aloud:

Reading aloud and discussing the text is a crucial strand of the RfP pedagogy. Our children access rich and challenging texts, we offer a model for silent independent reading, we prompt the children's engagement and create a class repertoire of 'texts in common' to discuss (link with reading river). Reading aloud relies upon teachers' knowledge of children's literature, and when combined with booktalk, and time and space for independent reading in a social reading environment supports the development of communities of engaged readers which is our aim at Greengate Lane Academy.

| | | | |
|--|--|--|--|
| Aim 2: Teacher Pedagogy - Reading Aloud | | | |
| Timetabled reading Aloud time daily: (3 x weekly reading aloud, 1 x weekly independent reading/book blankets/poetry activity, 1 x weekly class assembly)  | Building a reading community – give children space to listen and enjoy. This is a longer term goal once Covid restrictions ease which involves collaborating with and supporting families as well as building reader relationships within school. | Outdoor Reading Space: Develop outdoor reading spaces so that during play times children can enjoy books and enjoy listening to stories being read to them by their peers or by staff. | Reading aloud on Seesaw: Live reading, children reading, videoed reading, mystery readers. Share on Seesaw and invite children to respond – 3 word review. |
| Reading Buddies: When Covid restrictions allow, pupils to pair up with pupils from different year group and read aloud to each other.  | Voting Systems: Allow children to choose the book – develop voting systems from book blankets / recommended reads display.  | Books corners: In KS1 we have inviting, themed book corners which are used throughout the day every day. As the project has developed throughout the year, we found that more children in EYFS and KS1 were choosing to read and spend time in their reading area during free flow time. Throughout KS2 we have book corners which are well organised and easy to access.  | School Book of the Week: Read aloud in whole school assembly time over TEAMS or by members of RfP Change Team and SLT in each class. |

Library:

The school library is a welcoming area which all children in school are encouraged to use. Every class has a timetabled slot in the library once a fortnight. The focus of these sessions will change throughout the year, providing children with an opportunity to access all types of reading materials, resulting in children making choices about their preferred reading material. We have a group of librarians from the Pupil Leadership Team who are responsible for the upkeep and running of the library. They facilitate the borrowing and returning of books for pupils and staff. The library is open 2 lunch times a week where pupils from different year groups are encouraged to use and enjoy the space – again, these sessions are facilitated by the librarians. We also have a virtual library which gives each child access to a range of quality online texts both at home and in school. Links with the local library are actively encouraged and we aim for each class to have the opportunity to visit the local library at least once a year.

Reading at home and 1:1 reading:

Every child is set up with their book bag in September and is encouraged to have it in school every day. This is a uniform expectation. Teachers communicate with parents to support them with this. All children are expected to read at home at least 3 times a week. School staff set the expectation in September and frequently remind children. Pupils who remember their book bag and read at home regularly are rewarded with a weekly raffle ticket to spend in the school book shop each half term.

All staff in school support children with their reading and are committed to helping them progress. Each week, every child reads 1:1 with an adult in school. The adult records the reading in the pupil's reading record and each child receives a sticker to indicate that they have read in school and develop parental engagement. This regular reading with adults in school ensures that pupils are reading appropriately challenging and engaging texts which are changed regularly. New books are also indicated in pupils' reading records. Each teacher keeps a record of 1:1 reading in the class which can be accessed by SLT who also support with 1:1 reading through school.

- Children in Nursery take home a book from the home book area to share with their parent or carer at home. Parents and carers are actively encouraged to change these regularly and build a love of reading with their children.
- All Foundation Stage 2 & RWI children will take home their current phonics book as well as a reading book that is matched to their phonic knowledge
- All other children have a home reading book which is matched to their reading level from recent reading assessments.

Awards & Rewards

We take part in the annual Sheffield Children's Book Awards where we enjoy reading the texts and cast a vote. Each year one class is invited to attend the book awards and meet the authors.

Children are rewarded for regular reading at home with a weekly raffle ticket. These tickets can be spent on a new book to keep when the school 'book shop' opens once a half term.

The Learning Environment

Every classroom is book-rich environment where there are high quality texts available to support learning in each of the curriculum areas and changed regularly to support current learning.

In every classroom you will see:

- An inviting reading area which is irresistible to the children and contains a selection of high quality, age/stage appropriate texts covering subjects of relevance and interest to the children as well as a range of fiction types.
- A reading river which documents the reading journey and reading preferences of the class throughout the academic year.
- Reading recommendations display.
- 'Mrs Peet's book of the month' or 'Y3's Book of the month' – these are favourite texts which pupils and staff can discuss.
- Staff book shelf / library.
- Book vote area (interactive and referred to daily)

Additional support and interventions:

- Additional 1:1 reading with class adults for identified children.
- RWI interventions for identified pupils on the phonics programme.
- KS2 Fluency intervention for each KS2 class. This intervention is based on the Herts for Learning Fluency project. The intervention lasts 6 weeks with a pre and post assessment to measure progress. The principles of the intervention are; model, echo, practice together & individually, repeatedly re-read (performing helps) & think of it as music.
- Freshstart intervention for KS2 children.
- Bookmark

Assessment:

Teachers are relentless to ensure children are making progress with their learning throughout their reading lessons. We use NGRT to assess reading which is a standardised, adaptive, termly assessment to measure reading skills against the national average. We use it to identify where intervention may be needed, and then to monitor impact and progress made. We also use termly NTS standardised tests in Y1-Y5 to measure and monitor termly performance.

Every child has a fluency rubric which follows them through school and is updated termly by the class teacher. Ongoing informal assessments during reading sessions are also used to inform future sessions and to amend reading levels / recommend books. Termly pupil progress meetings provide opportunities to discuss attainment and progress and plan appropriate additional support and interventions.

Recording and tracking progress:

This supports teacher reading judgements and facilitates subject leader monitoring and moderation. Teacher Assessment is uploaded onto Bromcom termly. Termly pupil progress meetings with each class teacher ensures opportunities to discuss and track the progress and attainment of individual pupils and plan appropriate additional support and interventions.

Reporting to Parents/Carers

The assessment process described above helps teachers report to parents/carers. Parent Consultation evenings happen twice yearly and an end of year report also states the attainment and progress of each child.

Monitoring and evaluation

The English leader monitors delivery of the subject through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

Involving parents and carers

Parents and carers are/will be given the opportunity to find out about and discuss the reading process through:

- * Response to comments on reports
- * Curriculum newsletters
- * Displays
- * Homework tasks
- * Website information
- * Parent information sessions

Training and support for staff

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. Any new staff to school are provided with training to understand and effectively deliver our reading curriculum and are then supported by mentoring and coaching by the English Lead.

In addition to this, support for teaching and understanding the English curriculum is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies. Astrea offer online and in-person training opportunities to address staff needs in particular areas. We also provide opportunities to work collaboratively across the trust with other schools also following the Astrea Reading Curriculum.

Policy Review

This policy is reviewed annually.