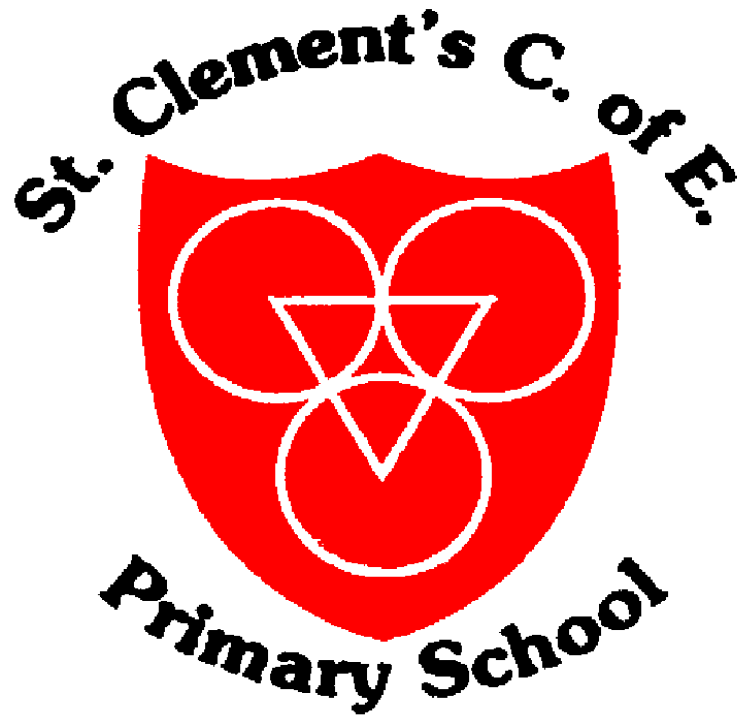


St Clement's C. of E. Primary School

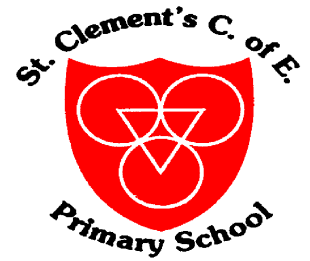


The teaching & learning of Reading in our school

Reviewed by JY: October 2021

Approved by JP: October 2021

Due for review: October 2022



Growing Together To Let Our Light Shine

John 3:18 'Little children, let us not love in word or talk but in deed and in truth.'

Mission Statement:

We encourage and inspire children to aim high and challenge themselves in everything they do.

As a compassionate, Christian school, we are strong in our faith. We believe in love and forgiveness and are thankful for the opportunities we have to live and learn in our community.

Our Christian Values Reflected In This Policy

Faith

Hope

Love

Respect

Thankfulness

Forgiveness

Compassion

DDA STATEMENT

At St. Clement's we will aim to:

- **Promote equality of opportunity between disabled people and others.**
- **Eliminate discrimination that is unlawful under the Act.**
- **Eliminate harassment of disabled pupils that is related to their disabilities.**
- **Promote positive attitudes towards disabled people.**
- **Encourage participation by disabled people in public life.**
- **Take account of a disabled person's disabilities, even when that involves treating a disabled person more favourably than another person.**

Rights Respecting School Link to Articles: Article 3: Best Interests of the Child; Article 12: Respect for the Views of the Child; Article 28: Right to an Education; Article 29: Goals of Education; Article 41: Respect for Higher National Standards.

Reading in our school:



At St.Clement's, we value reading as a key life skill and we are committed to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure we have a consistent and motivating approach to the teaching of reading, we implement the following:

- From Reception to year 6, children take part in focussed Guided Reading lessons, where children are exposed to a range of different text types and authors and will work on developing specific reading skills linked to the Reading Gems (the reading assessment focuses/ domains).
- 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.
- Shared reads are an essential part of our curriculum, where teachers read aloud to their students and model the reading process/strategies. Pupils are encouraged to track the text that is being read aloud and may repeat or chorus parts of the text. Teachers will chose books that have the potential for teaching new vocabulary, language and sentence structures or to expose them to a specific author's style. Although the chosen text may be difficult for some pupils to access, they may have strong comprehensions, high-inference skills they can develop further by being read to by a teacher. Provision may be also be put in place, so these pupils can access the text e.g. a pre teach, exploring the vocab before a session, but we feel exposure to more challenging texts can have an impact on pupils' reading skills.
- We want to expose our pupils to a range of authors, so they can explore and discuss different author's styles and comment on the impact of the author's style. Hopefully, pupils will explore using such styles in their own writing and ultimately they are inspired by the different authors they are exposed to and strive to become poets, journalists, novelists, playwrights.
- Through exposing pupils to a range of genres, reading opportunities and different authors we strive to improve pupils **understanding and use of vocabulary** an area we have identified as needing to be at the forefront of our teaching and learning. The Define and Explore Gem are key Gems we focus on to develop pupils' understanding of and use of vocabulary and through shared reads and guided reads these Gems are at the forefront of the teaching and learning.
- We want to develop children's understanding that author's word choices (The Explore Reading Gem), are carefully thought out, and during sessions the intent and impact of authors' word choices will be analysed and discussed, which supports with the our approach to the teaching of writing and supporting our own pupils to become successful authors.
- Each class has their own reading area, with a selection of books suitable for their reading age. Pupils can choose a reading book to take home and this can be changed when the child has finished with it. Parent/carers or pupils record what they are reading in their home reading records. At times, we direct pupils what to read, but we do want pupils to develop a love for reading and so we believe they should read what appeals to them/interests and inspires them. Reading areas also provide recommended texts, extracts, books to entice pupils to read; selected challenge books to

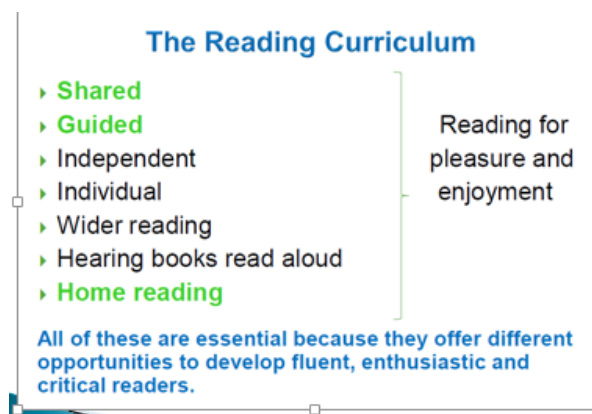
challenge pupils and picture books – as we believe picture books in all year groups are an extremely powerful resource to engage pupils to read and develop their reading skills further.

- We are determined to develop a rich reading environment for our pupils, and are trying to set up reading opportunities throughout the school e.g. under the reading den in the entrance hall, the garden library, and also outdoors – e.g. the reading shed, which is run by selected pupils, who are loyal, motivated reading leaders.
- We have invested in using Oxford Reading Buddy to promote reading further in school and at home. It is a digital reading service that supports a child's personal reading journey, motivates them to succeed, and provides teachers with valuable insights into their attainment and development.
- Children are read to by their class teacher – this may be a class novel, or an extract the teacher would like to share with their class. This could be a book that the teacher recommends to the class or a recommendation from a child.
- Children have the opportunity to take part in 'Reading Buddies', in which children mix with other children from different year groups and share a book together.
- Pupils may be sent home extracts, texts and books as part of their Guided Read session.
- 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.
- We have a resident author 'Matt Goodfellow', who inspires our pupils to develop a love for poetry and reading!
- We join in with national Empathy Days in the month of June, where we share and read empathy-boosting books with our pupils to develop their understanding of the importance of empathy.

By the time children leave our school, we strive to ensure they are competent readers, have an improved understanding and use of vocabulary. We want our pupils to have developed a love for reading and a thirst for reading a range of genres including poetry and develop a love for a range of authors and are inspired authors or what they have read. We want our pupils to recommend books to others, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader, and the impact literature can have on us altogether. Ultimately, we also want our pupils to realise they are aspiring authors themselves.

The teaching & learning of reading in our school:

Previous messages from Reading Staff training:



What has happened to shared reading?

- ▶ Due to the changes in the English curriculum with more emphasis on SPAG skills, time constraints etc, has resulted in less time being dedicated to shared reading in
- ▶ classes, even disappearing in some schools altogether!



The difference between Shared Reading and Guided Reading:

▶ Shared Reading:

- ▶ Shared reading is different to just reading your students a story aloud. In shared reading, you:
- ▶ encourage all your students to track the text that you read aloud and have them join in, repeat after you or read in chorus
- ▶ Teacher leads the students in reading a text.
- ▶ The teacher **models** the reading process/strategies: how to read with expression, how to work out unknown words and how to enjoy reading
- ▶ choose books that have the potential for teaching new vocabulary, language, sentence structures.
- ▶ plan how you will use the book with your students and think about what you will do before, during and after the reading.
- ▶ Shared reading offers a valuable opportunity to assess your students' participation, understanding and reading skills.
- ▶ Although the text may be challenging for some children, they should be able to access it in some way and questions should be differentiated to target all children's abilities. Even though some children may have difficulty reading the text - they still may have high inference skills and through just listening to the text can answer high thinking reading questions about the text.
- ▶ As we have all aware...the end of key stage tests texts are challenging and pupils are expected to independently access them, themselves!
- ▶ Some teachers have even resorted to their guided reading sessions being taught around one text (as expected) in hope children will suddenly develop the skills to help them get through the text. **However, pupils still need guided reading sessions because....**

However, shared reading is key in:

- ▶ engaging children with reading
 - ▶ including all children in reading the same text
 - ▶ developing children's reading skills and comprehension, but also exposes them to other levels/a range of texts.
 - ▶ Broadening children's vocabulary.
 - ▶ Develops an understanding and gives meaning to grammatical devices being taught in class.
- ▶ I do think at St.Clement's it still plays a vital part in phase 1 of the learning journey...

Modelling is key!

▶ Modelling reading strategies

- ▶ In shared reading, it is especially important to model to students what to do as a reader when you come across a word you don't know. Even when students can decode an unfamiliar word by using their knowledge of letters and sounds, they still may not know what it means. There are different ways they can try to work this out, such as:
- ▶ making a good guess based on what the sentence is about
- ▶ making a good guess based on what the story is about
- ▶ reading on and then going back to work it out.
- ▶ All of these are helpful strategies, and skilled readers can learn how to use each one.

Shared reading in our school:

Shared reading is a whole class approach to the teaching of Reading. Gems need to be embedded in shared reading across the curriculum.

1. All children should be in mixed-attainment pairs, Literacy threes, so as to allow for frequent, paired/group discussion - It is essential that less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these discussions.
2. The text chosen should provide a clear challenge for all members of the class

The text chosen should be between 12 months beyond the reach of your higher attaining readers; that is to say, beyond the reach of their independent reading of it *and* comprehending of it.

3. When reading, the teacher should model good use of intonation, movement, volume and expression








Children will pick up **good reading styles** from teachers' performances. Eventually, they will start to emulate you in their own performances.

4. Teachers should be actively monitoring pace, so as to ensure high levels of engagement throughout the lesson

Reading and listening to reading for long periods of time can be mentally taxing for some children. Interspersing longer stints of reading with paired discussions/independent follow-up tasks can help with this – continue to do a range of reading activities – these can be complete independently or in Literacy three and recorded in Literacy Three Books or exercise books if completed independently. (See exemplars) Independent follow-up tasks should be carefully thought out, to provide challenge for all children and support for those who need it.

A follow-up task is a good way for children to reflect on what they have read in the shared read and an opportunity for the teacher to observe/assess the individual understanding of the shared text. Differentiating these tasks should not be onerous; simple tweaks are often enough e.g.

5. Teachers should use targeted and open-ended questioning and link them to the Reading Gems:

Enjoy 			Decode 	
				
Talk about the meanings of words	Find simple information	Talk about the order of a text	Make simple inferences	Make simple predictions about a book

The Gems should be constantly be referred to and actively used in all shared reading, so pupils are extremely familiar with the different domains of the reading gem and the reading skills they are helping them to develop.

6. When discussing literature, the teacher should model, and expect from children, high-quality responses with evidence and explanations provided to support.


Children need to be able to say a response before they can write one; developing this skill in primary is vital for success at secondary and beyond. Teachers should model and encourage children to make good use of sentence stems and the Evidence and explain prompts (eg, " The author has used the word _____ to suggest _____ , as the word _____ has connotations of _____ ")

Use the GEM stems (available for EYFS – KS2) to support develop this talk and the Evidence and Explain prompts (E&E) to support pupils to answer questions in more depth:


Example of the GEM stems:


OneEducation
Putting children first

Reading Gems

UNIVERSITY OF
READING
AWARD 

six weeks to go until your Race for Life event. **Key Stage One**

Enjoy 

Decode 

Reading for Pleasure and Enjoyment

Enjoy

- Did you choose this book? Why?
- What did you like about the text? Why? What did you dislike about the text? Why?
- Would you read the book again? Why? Why not?
- Would you recommend the book to your friend? Why? Why not?
- What will you read next?
- What books do you like to read?
- Do you have a favourite book that you like to read?
- Is this a new book that you haven't read before? Do you know anything about it already?
- Do you enjoy reading?
- What do you read at home?
- Who is your favourite author?
- Which books have you enjoyed that we have read together? And why have you enjoyed them?

Word reading and decoding skills


Decode


- What do you do if you are stuck on a word?
- Where do you start reading the word? Where do you look first?
- When you blend those sounds together, what word does it say? Can you tell me the word?
- Are there any clues in the word?
- Does it look like any other words you know?
- Can the pictures help you?
- Do you know what the word means or can you work out what it means (in this sentence)?
- What other word could the author have used that means the same sort of thing?
- Does the sentence make sense with that word?


Example of the prompts to support pupils developing their answers:

OneEducation
Putting children first

Reading Gems

UNIVERSITY OF
READING
AWARD 

Explore 

Compare 

2g: Identify and explain how meaning is enhanced through choice of words and phrases

Explore

- What does _____ tell you about _____?
- What words help the reader to _____?
- What impact does the phrase _____ have on the reader?
- Find and copy words from the paragraph that show it was _____.
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- The writer uses words like _____ to describe _____. What does this tell you about _____?
- What other words/phrases could the author have used?
- What technique has the writer used?
- How are these words effective?
- What do you think the writer meant by '_____'?
- When the author uses this sort of sentence, what is the impact?
- Why did the author _____?
- Why has the author used this word/phrase/sentence?
- How does the author create this mood/atmosphere?
- What is the effect of _____?
- Quote/s from the text. What conclusion does _____ draw from this?

2h: Make comparisons within the text

Compare

- How does the characters mood change throughout the text?
- What words would you use to describe the main character at the start and end of the text?
- Compare and contrast different characters, reactions, settings, themes within the text.
- How are the lives of the people different as a result of _____?
- How is it similar to _____?
- How is it different to _____?
- Compare your book to another on the same topic. Which do you prefer and why?
- Would you like to read more books by this author? Explain your reasons.
- If you have read other texts by this author, can you see any similarities/differences between them?
- Give one way...are similar to...
- Give one way...are different from...

The character does/says/thinks/feels/describes...
In the experiment...

this proves...

Shared reading needs to take place across the curriculum – and the Gems need to be continued to be embedded in a range of texts or activities across the curriculum, in order for the teaching of GEMs to be securely embedded. (See examples shared in training 03/03/2020)

Retrieve Infer What can we infer about Henry VIII from this image?

E&E: Evidence and explain



E&E: Evidence and explain

'What impression...' questions are BIG on KS2 SATS papers...so we need to prepare pupils....

Evidence (retrieve)	Retrieve	Explain	Infer
It states/says... In the text it says/states... In the image there is/are... The character does/says/feels...		tells us... this suggests... gives the impression... this shows... this means/this could mean...	

Guided reading:

Some schools have turned to teaching whole class reading, due to time restraints within the timetable etc. However, to meet the needs of the pupils of St. Clement's we feel our pupils need to have dedicated time given to the teaching of reading in a small group, as a lot of pupils are not reading at home and are not reading at the expected age for their year group. In addition, as Leaders we are responding to advice given from Literacy advisors.

We believe guided reading is beneficial for our pupils, as small group (no more than 6) work gives pupils the focus they need in order to support their progression in reading and it allows teachers to take pupils on a personalised reading journey, as Simon Smith (Head teacher/Advisor in Reading) states:

'Guided Reading takes a small group on a journey with a book and really explore it.'

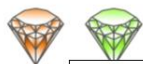
Guided Reading:

- Guided reading is an instructional approach that involves a teacher working with a small group of pupils, who all demonstrate similar reading behaviours and can all read similar levels of texts. All the children can access the text, read it with some degree of fluency (depending on their age/reading skills) but it offers challenges and opportunities for problem solving. There will be specific focuses for guided reading sessions depending on the age of the children/their abilities/their needs/their targets etc.

We propose *the teaching* of 1 GEM or more dependent on the needs of the group should be focussed on for the week and obviously Gems which pupils are secure with/have been a previous focus will be continuously embedded in the teaching and learning of reading in guided reading sessions. However, in many reading tasks it is apparent pupils will be applying a range of reading gems.

Example of a task where the **focus** is developing inference, but pupils will have to apply their retrieval skills to answer the question.

Retrieve Infer



Our Focus Gem

Thinking about what you have read so far, can you state what impression you have for each of the characters, using evidence from the text to support your views?



Impression	Evidence & Explain
Character: Badger	In the text it says Badger cowered and hid behind owl, this shows he is afraid of fox.
Character: Owl	
Character: Fox	

Obviously, pupils will have to apply other reading skills for example the Define and Explore Gem in order to understand the vocabulary and language being used to describe the characters in the book. However, these GEMS will most probably have been explored and applied in a previous session focussed on the Define and Explore GEMS so pupils could access this question.

In the guided reading session teaching staff are practising modelling how to tackle the specific domains of reading, and are also modelling how to tackle different styles of questions for the focused GEM being taught.

Examples of different styles of questions for the different Reading Gems/Reading domains:

Content Domain	Examples from Recent KS1 SATs
1a – define	<p style="text-align: right;">[page 8]</p> <p>12 One day, huge, rumbling, grumbling machines crowded towards the pond.</p> <p>What does this sentence tell you about the machines?</p> <p>Tick one.</p> <p>They moved quickly. <input type="checkbox"/></p> <p>They were noisy. <input type="checkbox"/></p> <p>They were small. <input type="checkbox"/></p> <p>They were silent. <input type="checkbox"/></p> <p style="text-align: right;">[page 3]</p> <p>4 What do the words <i>Conch Naech</i> mean?</p> <p>_____</p>
1b – retrieve	<p>6 The children saw the cobwebs in... [pages 4–5]</p> <p>Tick one.</p> <p>a park. <input type="checkbox"/></p> <p>a street. <input type="checkbox"/></p> <p>a garden. <input type="checkbox"/></p> <p>a playground. <input type="checkbox"/></p> <p>6 One player does something different from the other players in all five games.</p> <p>What are they doing differently in...</p> <p>(a) <i>Pilolo</i>? _____</p> <p>(b) <i>Kangaroo Skippyrao</i>? _____</p>

2c – summarise	<p>28 Number the following sentences from 1–5 to show the order in which they happen in the poem.</p> <p>The first one has been done for you.</p> <p>The poet arrives in France. <input type="checkbox"/></p> <p>The poet lives with his grannie. 1</p> <p>The poet is injured. <input type="checkbox"/></p> <p>The poet's grannie visits him. <input type="checkbox"/></p> <p>The poet writes to his grannie. <input type="checkbox"/></p> <p>31 Look at the first two paragraphs.</p> <p>Which sentence below best describes the farmhouse?</p> <p>Tick one.</p> <p>It had always been a lifeless place. <input type="checkbox"/></p> <p>No one ever went there by choice. <input type="checkbox"/></p> <p>It seemed stuck in the past. <input type="checkbox"/></p> <p>The outside was better looked after than the inside. <input type="checkbox"/></p>
2d – infer	<p>40 Edward found a game. How can you tell that there was something strange about the game?</p> <p>Explain two ways, using evidence from the text to support your answer.</p> <p>1. _____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">3 marks</p> <p>18 The poet describes his grannie as standing mountainous between me and my fear. This makes her sound big and powerful.</p> <p>What other impressions do you get of his grannie in the same verse?</p> <p>Give two impressions.</p> <p>1. _____</p> <p>2. _____</p> <p style="text-align: right;">2 marks</p>

The purpose of this is to improve pupils' understanding of the Gems and enable pupils to become confident and secure with tackling a range of different style of questions linked to the reading domain. Obviously, pupils should be exposed to the other Gems within a guided reading session, but the teaching of 1 Gem in in depth should be explicit.

The grouping of pupils in guided reading:

It is essential teachers are responsive with grouping of pupils in guided reading – they may need to change in accordance to assessment of pupils and in response to what the analysis of the NGRT tests or other reading assessments carried out present. Pupil's gaps should be identified and groups should be changed to cater for the gaps identified. Some pupils may need to be grouped for a specific task – e.g. focusing on a specific Gem they need more support with/they may need more challenge in an area of reading. Choose a text age appropriate for the group, which will support them develop the reading skills they are working on.

If pupils are reading at the same age – the same text can be for more than 1 group if it appropriate for the groups needs/areas in reading they need to work on.

More able pupils should be given challenging texts, as their reading age will be higher than their peers. The text should challenge them in all areas of reading and stimulate group discussions. The

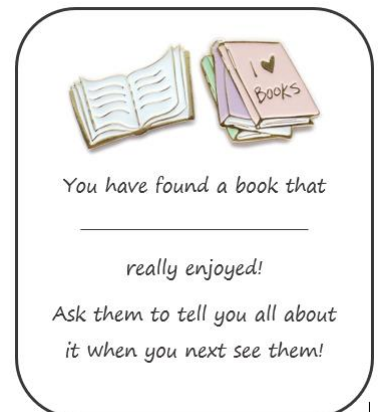
text should expose MA pupils to more ambitious vocabulary, and promote exploration of the vocabulary. MA able pupils will most probably be being exposed to a range of GEMs to challenge their thinking and when confident could possibly begin to write their own GEMs.

What can other pupils be doing during a Guided Reading Session?

As agreed, when pupils are not having a guided reading session with the teacher or teaching assistant, they should be doing an activity which will continue to support pupils to develop/enhance their reading skills or promoting a love of reading. Planning for these activities does not need to be onerous – once resources are made for a particular activity they can be re-used. Please see possible ideas below:

Possible ideas:

- A prep task to prepare for the guided read session with the teacher/A follow up task in response to a guided read session.
- Focused Gem tasks as a follow up/application activity to embed learning from a Guided Read, where they have practised the reading skill which has been explicitly taught by a teacher.
- EY2P Reading Activities can still be used, however just be mindful the purpose of the activity is to enhance
- Treasure chests (see examples)
- Vocab activities around a text (using ideas/activities from 'Vocab training')
- Paired reading
- Pleasure for read – using dictionary to clarify meanings of unfamiliar words (could record in journals) or write recommendation notes for what they have read to their peers.
- Reading for fluency – provide pupils with texts with specific numbers to try and read in a set time to promote fluency.
- Reading picture books to develop a love for reading and inference.
- Exploring picture books together – give pupils some questions to discuss together.
- Opportunities to explore non-fiction books/texts (See activity sheet for Sharks)
- Group discussions/debates around a given book/text (P4C style questions)
- Read article/s from the First Newspaper – a range of valuable activities for this are available on the link HSH sends via email weekly.
- Read 'The Week' magazine and group share/record interesting information they have read about
- Reading a range of blurbs and writing views on the impact of the blurb/predictions about the texts etc
- Comparing front covers of books and predicting/infering from the front covers.
- Reading a short passage and exploring the vocabulary (define and explore reading Gem)
- Explore/discuss/compare/read aloud a range of poems.
- Give groups an image from a book/or an image which will promote discussion/develop inference – what is happening/what is the story behind the image?
- Reading for Empathy – lots of great texts to promote empathy and then pupils could complete tasks linked to the text they have read.



- Short texts in boxes (kept in Literacy room) to promote reading for fluency and developing comprehension.
- Read materials from the teachers' recommendation basket.
- Read materials from the topic baskets.

*Writing is allowed in Guided Reading, e.g. answering Gem questions in response to what they have just read, as long as the writing does not become the main focus and it is supporting developing their reading/comprehension skills. In the older year groups pupils will most probably be writing more as it is essential they practise their written responses as well as their oral responses and also to express their ideas/views about what they have read etc.

The link between writing and reading in our school:

In our writing sessions we use the Write Stuff writing lenses, which help develop pupils' understanding of the three writing zones in writing: Techniques, Ideas and Tools needed to create a complete piece of quality writing.

FANTASTICs	
Grammaristics	
Boomtastics	

Please copy and paste the Writing Rainbow Symbols into the relevant boxes.

In Writing we expose children to a range of extracts, different genres and authors and as outlined above carry out shared reads with classes. During these sessions we focus on reinforcing the teaching of the Reading Gems/Domains used in Guided Reading, but we are also developing pupils' understanding of how the writing lenses are used to create effective pieces of writing. Therefore, we explore how authors have used the different writing lenses for purpose and impact. We discuss authors' examples and discuss why authors have used certain lenses and the impact these lenses have on the reader. We collect and display authors' examples for pupils to refer to, support their learning and inspire them with their writing and to be authors. We also encourage pupils to find authors' examples in guided reading or when independently reading.

Examples of authors' examples and an author's example display:

Pathetic Fallacy

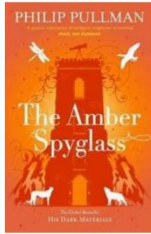


The swirling rain-clouds rushed on, revealing the bright moon...

The Borribles – Michael De Larrabeiti



Pathetic Fallacy



Father and daughter bowed once more to the cave and then set off, to vanish among the gloom of the heavy rhododendrons...

The Amber Spyglass – Phillip Pullman



Wider Reading:



What are year 6 reading?

Class Literary unit books/tracts:



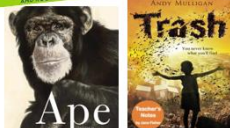
What are we reading in other subjects:



Poems we are reading together:



Class novel/reads:



As a school we want to promote reading across the whole curriculum and expose pupils to a range of genres and authors, in order to engage them, promote a love for reading as well as developing their reading skills, broadening their vocabulary, enhancing their subject knowledge and life skills.

Class novels/reads:

In all year groups pupils will be read to for pleasure by teaching staff ; they be will read class novels, poems, extracts to promote enjoyment for reading and expose children again to a range of different reading materials and authors.

Home Reading:

Pupils should be encouraged to take reading materials home to read, these may be materials given by teaching staff or books/extracts taken from the class library. However, as a school we want to promote pleasure for reading therefore pupils should not be forced to read materials which may disengage them in reading. All pupils will take home a reading log and these should be checked by

adults to ensure pupils are reading at home, older KS2 pupils are expected to independently complete their reading logs. Reading Clems will be rewarded to pupils, who are regularly reading for pleasure at home or reading materials they are given by their teachers, pupils are also encouraged to write recommendations and reviews about what they have read and will receive Clems for such tasks completed.

Let's get children reading more, loving reading, being inspired by reading and benefiting from reading!

Mrs St. Hill, Ms Younge & Mrs Gill (English Leads)