



TRIMLEY ST. MARTIN

Reading Policy

Trimley St Martin Primary School
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Reading Policy

Our Reading Ethos

At Trimley St. Martin Primary School, we try to keep the balance between the teaching of specific reading skills, such as phonics and comprehension, whilst encouraging children to develop a love of reading. This is addressed by timetabling Guided Reading and shared reading sessions, where skills are taught and developed; as well as providing opportunities for children to read aloud, undertake paired and independent reading sessions where quality texts can be enjoyed. The teachers at Trimley St. Martin Primary School are committed to enhancing reading in our school. We also encourage adult support from home, by allowing children to take home different types of books, including; levelled reading scheme books and own choice books.

Reading in the Early Years

Within the Early Years setting there are many opportunities for the children to listen to stories, role play stories and share a range of different poetry, non-fiction and story books. Currently all children read one to one with an adult at least once a week and by the Summer Term will be undertaking weekly Guided Reading sessions as part of a small group. The reading in the Early Years consists not only of banded reading scheme books, but also sound sheets and reading from the 'orange book'. Therefore at home practising the sounds or reading the 'orange book' also counts as one of the child's 5x a week.

Key Stage One Guided Reading Rota

Each day in all the classes across Key Stage One a specific reading time is allocated (this lasts 30 minutes), where each day each group has the chance to undertake one of the following reading activities:

1. Guided Reading

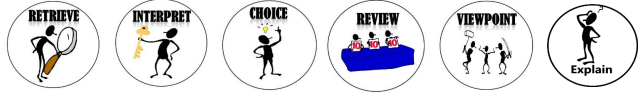


This is a timetabled session with an adult, where reading and comprehension skills will be taught. The guided reading session is intended to help the children understand and interpret the text, more than just de-coding the words. In Key Stage One the books they read are used to enhance reading skills, and will therefore be a little more challenging than the banded reading books brought home by the children. The more

able children will read 'real' books selected by the Teacher. Children will take part in a guided reading session once per week in groups of 4-6 children.

Within these sessions teachers will address these key areas: vocabulary and word choices, prediction, inference, retrieval, review and viewpoints.

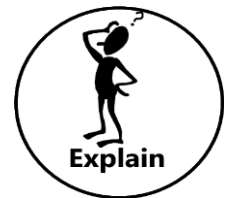
2. Reading Comprehension



This is a timetabled session, led by an adult. It is an opportunity for children to read, or have read to them, a short extract or picture book and answer questions about what they have read. It is intended to check their understanding of what they have read considering; why the writer has made the language choices they have made, what type of story genre/text type it is, what the hidden meanings are in the text/ordering the key events of the story etc. In Year One initially this may be a verbal activity, but by the Spring Term the majority of Year One children will be recording their answers to set questions and completing a range of activities to assess their comprehension of the text. Children in Year Two will all be expected to record their answers to the comprehension questions throughout the year.

3. Vocabulary Tasks

This is a timetabled session, which is designed to be completed independently, but may benefit from adult support (if available). The Year Two children are given the Word of the Day, which they have to put into sentences, increasing their vocabulary skills. The Year One children will be given a range of activities linked to vocabulary (such as: sticky sentences, silly sentences, adjective detective work and later on in the year Word of the Day).



4. Listening Area (Year Two only)

This is a timetabled session, completed independently. The children are given the opportunity to listen to an ORT book, slightly above their reading level, on the interactive whiteboard.

4. Text Lead Tasks (Year One only)

The children in Year One have a timetabled session each week where they have the opportunity to carry out activities linked to a specific class text, often used in the Reading Comprehension session, (such as: retelling and acting out stories, ordering and sequencing, matching activities, book reviews).



5. Skim and Scan

Early on in Key Stage One, the children will use Where's Wally style activities to develop their skimming and scanning skills. As the children progress the teachers will photocopy a suitable extract from a book and the children will be expected to retrieve specific groups of words (such as: adverbs, compound words, adjectives, HFW, Common Exception Words for Year One or Two). More able children may also be given challenge questions related to why the author has made these word choices.



Poetry and Rhymes

Each term both Year One and Year Two children need the opportunity to read and appreciate a range of rhymes and poems, reciting some by heart. The Teacher needs to ensure at least 2 weeks per term is dedicated to this area of study, within the Guided Reading session, as well as the Skim and Scan and Reading Comprehension activities, to ensure they use the appropriate intonation and gain understanding to make the meaning clear.



Transition

In the Summer Term EYFS will move over to Key Stage One Guided Reading Rota and Year Two will move over to Key Stage Two Whole Class Guided Reading.

Key Stage Two Whole Class Guided Reading

Each day in all the classes across Key Stage Two a specific reading time is allocated (this lasts 30 minutes), where the whole class are involved in reading and analyzing the same high quality text over the course of a term.

Autumn

Y6 – Skellig

Y5 - Saxon Boy

Y4 – Iron Man

Y3 – Stig of the Dump

Spring

Y6 – Boy in the Tower

Y5 - Charlie and the Chocolate Factory

Y4 – Charlotte's Web

Y3 – Paddington

Y6 – The Boy in the
Striped Pajamas

Y4 – ?

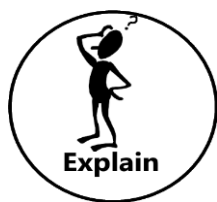
Y3 – ?

Summer

Y5 – ?

Y2 - Hodgeheg

Within these sessions teachers will use a range of activities:



Explain Activities

Reading activities to help develop the children's understanding of vocabulary understanding of whole texts.

Here some examples of Explain Activities:

Vocabulary Ranking: In this activity, children are given a selection of related words. These words could link to characters/ scenes in books or genres they have been reading. The children have to decide on a suitable order for these words and justify their decisions.

Word Diagrams: The children have to investigate a word. They are asked to write a definition of the word; write synonyms and antonyms; write the word in a sentence and write a definition of the word. The words chosen could be unfamiliar words from the class text they are studying.

Preteaching Vocabulary (Word Check): Having a quick session pre-teaching tricky vocabulary that is coming up in a chapter greatly aids children's understanding of the content. This can be done through a quick dictionary session or through a matching activity. It is also useful if these definitions are displayed in the classroom, for use by the children.

Analysing Vocabulary Choice: In this activity, the children focus on a section of the text (a character description or setting description works really well). The teacher then highlights key words in the section and challenges children to substitute these words with synonyms.



Retrieve Activities

Reading activities to help develop the children's ability to retrieve information from the text.

Here some examples of Retrieve Activities:

Ordering Sections: Give the children key events from a whole story or chapter. Get them to use their retrieval skills to put them into the order they occur in the text

Drawing Characters and Scenes: Give the children a character description or scene setting from the text and get them to use their retrieval skills to draw what it should look like. Challenge children to annotate their drawings with quotes from the text.

True or False or Multiple Choice answers (Speedy Retrieval Questions): Phrasing retrieval questions as true or false or as multiple choice questions provides children with a speedy way of practising retrieval skills. Encourage the children to highlight where they got their evidence from to support their answer.

Hot-seating Characters: Children are given a chapter to read and prepare factual interview questions for one of the characters in the story, e.g. What time did you catch the bus? A child is then interviewed in the role of this character. They may only answer using their knowledge of the facts from the chapter.

Developing Skimming and Scanning Techniques: Getting children to practise their skimming and scanning techniques by setting them mini challenges and comprehension questions which help them to develop their retrieval skills.

Writing using Retrieval: Get children to produce a short piece of writing using their retrieval skills such as a diary entry from a character's point of view detailing the events of the last chapter. Before they begin to write, get them to read back through the chapter and highlight some key events that they wish to include.

Summarising: Outlining the key events with a chapter, chapters or extract from a text.

Knowledge Check: Finding out about an area of presumed pre knowledge incorporated in the text. For example if Icarus is mentioned within a text the children may need to do a knowledge check pre task before reading the text so they can full understand it.



Interpret Activities

Reading activities to help develop the children's ability to interpret information from the text.

Here some examples of Interpret Activities:

Highlighting Evidence to Show a Character Trait: Give the children a list of colour-coded character traits pertaining to one of the main characters in the story. Get them to read through a chapter/extract from the text, highlighting evidence for that character trait in the relevant colour.

Show not Tell reading: During this activity, the children/teacher will choose a character from the book to analyse. Firstly, the children find “show quotes” in the text, which describe the character’s physical appearance and their behaviour. They also find incidences of the character’s speech and author’s narration of the character. They then explain what this “tells” them about the character.

Thinking Deeper Comprehension Questions: For these questions the children have to think a little deeper about their reading and there is often no right or wrong answer. The children have to use their inference skills to form their own judgment.

Predicting Events in the Story: Getting children to predict what they think will happen next in the story, justifying their views using evidence from the text is an excellent way to develop inference skills.

Charting the change of characters across a chapter or a book (Character Targets): During this activity, the children are asked to explain how the reader’s views changes towards a character over the course of a chapter or story, and to explain this change in viewpoint using evidence to support this.



Choice Activities

Reading activities to help develop the children’s ability to discuss author choice.

Here some examples of Choice Activities:

Investigating Author Word Choice: Give the children an extract of text and give them a mood word, e.g. tension, fear, suspense, excitement. Get them to highlight words and phrases in the text which help to create this mood.

Annotate the Text from a Success Criteria: Children investigate a piece of writing and discuss how the author has adapted it to suit the purpose, e.g. How has the author persuaded people to give money to charity in this piece? The teacher and students create a success criteria for this purpose of writing and colour code it. The children are

then given a copy, highlighting in the appropriate colour when they find an example of the success criteria.

Using Film to Support Choice Work: Film is great for introducing children to the fact that authors and directors make conscious decisions to impact on the reader/viewer. This is something that often takes children by surprise. Looking at short films and discussing choice of music and colour to reflect mood opens children's eyes to authorial intent and better prepares them for finding it in the text.

Using Film to Support Choice Work: Film can also be used to encourage children to investigate how an author uses conscious vocabulary and sentence structure choice. By looking at a scene from a film and comparing it the extract from the text, the children can identify words and phrases the author uses to successfully create this image in our heads.



Review Activities

Reading activities to help develop the children's ability to discuss, review and recommend texts.

Here some examples of Review Activities:

Reviewing: The children review the text at set key points within the text.

Book Review: The children complete a book review once completing the whole text. Considering what type of audience they would recommend the text to.



Viewpoint Activities

Reading activities to help develop the children's ability to identify themes across texts and justify their views.

Here some examples of Viewpoint Activities:

Comparing Books with Similar Themes: The children are encouraged to identify themes across a range of texts, justifying their views.

Comparing the Text to the Film Version: The children can watch the film version of the book, once they have read the whole text, or clips to compare with extracts, making comparisons and outlining their preferences.



Perform Activities

Reading activities to help develop the children's ability to read aloud and perform poetry by heart.

Here some examples of Perform Activities:

Paired Reading: This is when two children read to each other, sharing a text. Child one reads to child two with both children following the text. Children support each other in decoding unknown words and may ask each other questions about what has been read or heard. Children will then swap roles.

Shared Reading: This is when children (in a small group or whole class) share a text together led by an adult. The adult will read the text and the children will follow using their own copy of the text. The adult may ask some children to read aloud to the rest of the group/class during this session.

Learning Poetry by Heart: This is when children are asked to learn a piece of poetry by heart to perform to the rest of the class or school.

Hot-seating Characters: Children are given a chapter to read and prepare factual interview questions for one of the characters in the story. A child is then interviewed in the role of this character. They may only answer using their knowledge of the facts from the chapter.

Other Reading in School

During the school day there are many other opportunities for the children to take part in other types of reading, including the following:

Early Years and Key Stage One Daily Phonics Sessions

In YR, Y1 and Y2 the children take part in daily phonics sessions, which teach the specific skills needed to decode and read words. Crucially the children are separated into 6 ability groups where they will progress through the different 'phases' alongside children working at a similar level.

One to One Reading with Parents / Volunteers & T.As

We are fortunate enough to have a range of additional adults in school who give up their time to hear the children read. Pupils read to the adult using a book from their own book band or a book that is at suitable for their ability.

Adults Reading Aloud to the Class

All teachers are encouraged to read aloud to the class whenever possible, whether this be as part of the lesson or at the end of the day to allow the children to be exposed to a wide range of texts and authors as possible.

Home – School Reading

The teachers at Trimley St. Martin Primary School are committed to enhancing reading in our school. Although the teachers are not writing in the home reading record each time they read, every day, every child will undertake a range of different reading activities. In return we ask that all parents make the same commitment to their child and make sure they read 5x a week at home, filling in the Reading Record and bringing it to school each day. Together we can encourage the children of Trimley St. Martin School to be confident readers who have most definitely caught ‘the reading bug!’

Mrs J Matthews
Literacy Coordinator
December 2017