



## READING POLICY

<b>Company:</b> Star International School 24b Street Mirdif Dubai	<b>Effective Date :</b> 15.9.2017 <b>Revision Due Date :</b> 15.9.2019 <b>First Edition Date :</b> 15.9.2017 <b>Edition No:</b> 1
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*This policy is to be read in conjunction with the Assessment Policy, English Policy and Teaching and Learning Policy.*

## **RATIONALE**

This policy for Guided Reading forms a key element in the teaching of literacy at Star International School. It is very much inter-related with other aspects of learning in literacy, such as speaking and listening, writing, shared and home reading.

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading will be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

## **AIMS**

At Star International, we aim to ensure that all children:

- Are provided with a rich and stimulating reading environment.
- Learn to read with confidence, accuracy, fluency, understanding and enjoyment. We have fostered an enthusiasm for and love of reading for life.
- Read regularly at school and at home for pleasure, interest and enjoyment.
- All children apply their reading skills across the curriculum.
- Acquire strategies and skills that enable them to deepen their understanding of a text.

## **OBJECTIVES**

Teachers will ensure that all children:

- Learn to read following EYFS guidelines and the 2014 National Curriculum.
- Develop sound comprehension skills, inference and deduction, self-correct and select their own reading material.
- Read a range of texts including fiction, non-fiction, play scripts and poetry, appropriate to their ability.
- Can talk confidently about their reading using appropriate language and vocabulary.
- Are able to orchestrate a full range of reading cues (phonic, graphic, syntactic, and contextual) and be able to correct their own mistakes. Our teaching will however reflect that phonics should be the prime approach children use in learning to read.
- Develop confidence in their ability to select reading material independently.
- Have the opportunity to apply their reading skills throughout the curriculum.

## **Guided Reading**

Guided Reading is the method used to teach individual children to become fluent in reading and the skills of comprehension, inference and deduction. Children are taught according to their individual needs in small groups set according to interests and ability. Guided Reading is the class teachers' responsibility and must be planned and evaluated for all children by the class teacher. However, other trained adults can also teach guided reading sessions. A best

practice model for Guided Reading would be one in which teachers choose to focus upon texts that match the text/genre being studied in the current literacy unit plan.

At Star International, we base our Guided reading on the Six T's:

**Time** - We ensure that routine time is given to the teaching of reading skills and reading for enjoyment. This includes time in the classroom, at home and in extra-curricular clubs.

**Texts** - We ensure that a rich supply of books is available to our children. This includes texts from a variety of genres; in our Guided reading library, school library, in the classroom and books to take home.

**Teach** - In Guided sessions we ensure that the skills to enable children to gain a deeper understanding of a text are modelled, demonstrated and practised. Children are taught cognitive strategies to read a text and understand it fully.

**Talk** - During Guided reading sessions, teachers use higher order questioning to deepen knowledge and understanding. (See Appendix 1 - Bloom's Taxonomy) As well as this, teachers encourage children to refer to their own experiences when exploring a new text.

**Tasks** - After a Guided reading session, teachers provide engaging and purposeful tasks that follow on from a guided teaching session. Content is regularly integrated into English lessons and cross- curricular links are provided where possible.

**Test** - Teachers use the gap analysis element of our online assessment tool, Learning Ladders, to provide formative assessment and adapt planning accordingly, on a weekly basis. As well as this, Rising Stars summative assessments are carried out half-termly to assess attainment and progress.

## **STRUCTURE OF A GUIDED READING SESSION**

All Guided reading sessions follow the structure set out below:

### **Book Introduction**

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

### **Strategy Check**

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

### **Independent Reading**

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read.

### **Returning to the Text**

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

### **Follow Up** (developed as a separate session)

An element of the text is used to teach a specific point related to current word or sentence level work. Older children may be given the next section/chapter of the book to read with questions to think of as they read.

## **ORGANISATION**

KS1: Children in KS1 receive 4 Guided reading sessions per week. An additional library session is also provided where children work with our school librarian, focusing on the use of library skills.

KS2: In KS2, reading skills and the development of higher order thinking are embedded within English lessons. Reading objectives are planned into a unit of work in order to contextualise learning.

As well as this, weekly library sessions comprise of guided reading and library skills led by the class teacher and librarian.

All teachers maintain a Guided Reading file containing a planning/assessment sheet, a list of the reading objectives for their year group and details of Guided reading groups.

All pupils are grouped for Guided reading on the basis of their reading ability (informed by observations and assessments). Groups will contain up to a maximum of 6 children. The learning needs for each group will be identified and learning objectives generated from the National Curriculum. Reading objectives link to our assessment tool, Learning Ladders.

Texts will be selected to help deliver the learning objective which will also be at the appropriate book stage for that particular group of children (a level of approximately 90% accuracy).

For fluent readers, the focus of a Guided Reading session should be firmly upon cognitively challenging questions generated from the teacher, plus opportunities for reflective independent textual study.

## **ASSESSMENT, RECORDING AND REPORTING**

Teachers use the Learning Ladders assessment tool, weekly, to provide a formative assessment of children's reading progress and attainment. Planning is adapted accordingly to reflect the outcomes of this ongoing assessment.

Rising stars summative assessments are carried out half-termly to assess attainment and progress.

All assessments are used to track pupils' progress in reading and staged reading books are given to children. The stages that children read are tracked and monitored.

Children are grouped according to these levels, but groupings should remain flexible according to individual need and progress.

As well as reading assessments, half-termly phonics assessments are carried out from EYFS to Year 2 and children are grouped in phonics lessons, accordingly to their ability.

In KS1, the reading of high frequency words is assessed through our Rainbow Readers scheme. By the end of Year 2, children are expected to read and spell all high frequency words.

## RESOURCES

Guided reading texts, including fiction, non-fiction, poetry anthologies and play scripts, in sets of 6 copies are stored centrally in the Guided reading library. These are organised within reading stages.

Guided reading resources are only to be used in class and may not be taken home. Staff are responsible for collecting and returning sets of books correctly.

## INCLUSION

It is our intention to deliver an appropriately differentiated reading programme in order that all children can achieve success at their level. Targeted support will be provided for identified pupils to enable them to achieve this success. This will include:

- The use of IEP's which may contain specific reading targets.
- Tailored intervention groups
- Use of motivational resources for specific groups of pupils e.g. boys, SEN pupils, G&T pupils.
- Subject leader to liaise with Gifted and Talented leader to identify children and provide extra challenge and targeted interventions/opportunities to extend and deepen learning.

## EQUAL OPPORTUNITIES

We aim to ensure that all pupils have equal access to the reading curriculum irrespective of ability, gender, ethnicity and social circumstances. Respect for cultural diversity will be promoted through the use of multi-cultural texts and resources. Gender equality will be promoted by making sure texts avoid stereotyping and by ensuring boys and girls have access to all the resources available. Opportunities to discuss issues of race, gender etc will be provided through the discussion of the resources used.

## PARENTAL / COMMUNITY INVOLVEMENT

We value parental involvement and consider it to play an essential part in children's development of and enthusiasm for reading. We aim to promote a home school reading partnership in the following ways:

- Sharing information e.g. parents meetings, newsletters, home communication books, parent consultation meetings and curriculum evenings.
- All children to take a book home to read each day to practise and consolidate skills (in most cases this will be at a lower book band than that being read in guided reading).
- By encouraging parents to comment positively in the home communication book.
- Parents and other volunteers are welcomed into the school to hear pupils read.

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## Appendix 1

<b>Evaluation</b> Can justify decisions, critique validity of data, judge work against criteria.	<i>Evaluate, judge, defend, argue, assess.</i> <b>Which is better? Explain your choice.</b> <b>How effective is it?</b> <b>Is it a valid decision?</b> <b>What is your opinion? Explain your choice.</b>
<b>Synthesis</b> Can use information from different topics to combat new scenarios or propose novel alternatives.	<i>Design, improve, model, adapt, create.</i> <b>What could the hypothesis be?</b> <b>Explain why results don't match the prediction.</b> <b>How could we do this differently?</b> <b>How does this link to...?</b> <b>What could you do to improve it?</b>
<b>Analysis</b> Can break information down into parts, identify evidence, exploring and understanding relationships.	<i>Compare, Use the information in the passage/ diagram/ table to..., contrast, select, conclude.</i> <b>How would this changed if we altered ....?</b> <b>What's the difference between these?</b> <b>Do your results support the hypothesis?</b> <b>Can you identify an anomaly or inconsistency?</b> <b>What are the flaws of this model?</b>
<b>Application</b> Can apply explanations to novel situations. Can use abstract ideas and models to explain.	<i>Calculate, suggest, solve, relate, plan, experiment</i> <b>How could you explain this (new scenario)?</b> <b>Why is this an example of...?</b> <b>Give me another example of this.</b> <b>How does this model help describe this?</b> <b>Predict what you would expect to see.</b>
<b>Comprehend</b> Can explain facts and turn work into different formats. Use scientific words.	<i>Explain, convert, summaries, categorise, classify.</i> <b>Why?</b> <b>Can you put that into your own words?</b> <b>Can you convert that to pictures/flow diagram/ bullet points/ 5 words?</b>
<b>Knowledge</b> Can recall basic facts	<i>Name, state, describe, complete, draw, list.</i> <b>What did you see?</b> <b>What do we call this?</b> <b>What's the science word for this?</b> <b>What's the function of this?</b>