



*Manor Field*  
PRIMARY SCHOOL  
*Respect Believe Achieve*



READING POLICY	
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Article 29 (Goals of Education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Mission Statement:**

At Manor Field School Everybody Matters

**Vision Statement:**

All pupils become socially and emotionally intelligent, as well as academically, so they can access all learning and life opportunities, now and in the future.

Sean Tubb  
Reading Lead  
Written: December 2020

## Reading Policy

### Contents:

1. Vision Statement
2. Intent
3. Curriculum Implementation
4. Enrichment
5. Inclusion
6. Assessment and Recording
7. Monitoring
8. Role of parents and carers

### **1. Vision Statement**

At Manor Field, we believe that the ability to read is fundamental to children's development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore reading is given a high priority at Manor Field Primary School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, signs and newspapers. We strongly believe that reading is a vital life skill and we strive for all children to enjoy and value it. It is our aim to develop and create passionate readers for life.

### **2. Intent**

Our aims are for all children at Manor Field to:

- Develop a love of books and reading;
- Become fluent, confident and expressive readers;
- Read with enjoyment across a range of genres;
- Read for pleasure as well as for information;
- Read and respond to a wide range of different types of literature;
- Understand the layout and how to use different genres and text types;
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy;
- Build their bank of sight words to enable fluent reading;
- Have an interest in words and their meanings, developing a rich and varied vocabulary;
- Apply their reading skills across the wider curriculum;
- Understand and respond to literature drawn from a range of cultures and literary heritage.

We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal;
- Independence;
- Confidence;
- Perseverance;
- Respect for other views and cultures;

## Reading Policy

- Reflection.

### **3. Curriculum Implementation**

Reading is taught daily, both through discrete lessons and throughout other curriculum areas. Reading lessons teach children both to read the words from the page fluently, and to read for meaning and pleasure.

**WORD READING:** Through the school's systematic phonics programme, children are taught grapheme-phoneme correspondence (GPC), first learning the 26 letters of the alphabet and the sounds they most commonly represent, before moving on to learn the additional 18 phonemes of the English language and alternative spellings of the same sounds. They are taught to use their phonic knowledge as a route to decode words and to blend sounds in unfamiliar words. Alongside this, they learn to read common exception words which cannot be read phonetically, building their repertoire of sight words year on year until they are fluent and confident readers.

**COMPREHENSION:** In conjunction with word reading, children are taught to read for meaning through participation in discussions about texts they have read and texts that are read to them. These discussions are based around 6 key areas: retrieval, inference, text structure, language, purpose and context.

**BEHAVING AND REFLECTING AS A READER:** Children are also taught how to develop positive attitudes and behaviours towards reading, through teacher modelling, shared reading and 'book talk' discussions.

Children should be receiving a daily reading session (15-40mins - dependent on age).

**Whole Class** - Children are regularly and systematically taught whole class reading skills. This could be focusing on a specific skill (e.g. inference), sharing What Makes Good (or bad!) comprehension answers for a specific skill, or developing pleasure for reading by listening and responding to a quality text. Younger years may focus on reading skills in a slightly different way. For example, it may be more appropriate to use pictures to help develop inference skills.

**Reading Picture and Question Prompts** – During whole class reading sessions and independent and paired reading, children should have available to them reading foci picture and question prompts. These are to help with developing transferable skills to answering certain areas of comprehension e.g. *inference, rather than children focusing on answering questions that are specific to a certain text*. Children must be encouraged to develop their own ability to ask and answer questions related to their reading, as well as determining what type of comprehension questions they are tackling e.g. *retrieval, commenting on language etc*. Therefore, it is essential for children to have adults and peers modelling how to use the reading picture and question prompts to support learning.

### **Foundation Stage**

#### **Phonics**

In Foundation Stage we teach children to decode words through our rigorous phonic teaching. This starts a few weeks after the children start school. We hold a phonics meeting for parents and carers early in September so that parents are clear how to support their child at home with phonics and reading. Each week the children are taught 4 letters and their corresponding sound using the Jolly Phonics approach. During daily phonics sessions the teaching also focuses on

## Reading Policy

hearing sounds in words (segmenting to spell) and blending sounds in words (blending to read). We also teach children to read whole words that are not phonetically regular (tricky words).

### Beginning to read

Once children are ready to blend cvc words they will take home a blend card to practise blending to read. Once they can blend a range of cvc words and can read a few tricky words the child will start taking home a 'reading book' or 'scheme book'. We offer a range of schemes at each level rather than using one scheme in isolation.

### Reading Records

There is an expectation that children will read 5 times a week at home. Reading Records are sent home as soon as the children start taking home sound books. Parents record each day that they practice their sounds, then once they move onto blend cards and reading books this daily practice is recorded. This gets children and parents into the good habits of reading regularly at home. Each classroom has a visual reward chart (*The Reading Journey*) to encourage children to read regularly at home. Reading Records are collected in weekly and children who have read 5 times are recognised by moving along the reward chart

### The Teaching of Reading

The teaching of decoding is done primarily through daily phonics teaching. Once children start taking a reading book or scheme book home, teachers will read one-to-one with each child over the course of the week. In the Spring Term, guided reading is taught to those children who are ready to read in a group with a text matched to their ability.

Comprehension skills are also taught through guided reading as well as being an integral part of daily teaching. During English teaching sessions when exploring the key text or when reading a story to the class teachers ask questions to develop children's skills in the 6 key areas: retrieval, inference, text structure, language, purpose and context.

### Developing a love of books

Fostering a love of books is of key importance at this young age. Classrooms have inviting book corners for children to look at books and books are also provided in the outdoor learning area. Teachers read stories to the class every day and bring stories to life through planned activities in the classroom, such as small world scenes, role play opportunities or puppets linked to a familiar book. Parents are invited to read to children and our annual 'pyjama party' (*linked to World Book Day*) promotes the importance of the bedtime story. Each class has a weekly library session where they can take a book home.

### Year One

We aim to foster a love of reading as the children move from Reception into Year One. During phonic sessions, the children are taught the sounds letters make. They will continue to use phonics as their main strategy for working out new words and master the basics of de-coding. They will undertake the Phonic Screening Test towards the end of Year 1 which shows us how well they are able to use phonics to work out unfamiliar words. They also learn to read the 'Common Exception Words' from the Year 1 word list. In Year One, the children have regular group guided reading sessions with teaching staff. They will be not only be regularly assessed on reading accuracy, but on their understanding (comprehension).

### Accelerated Reader (AR) - Years 2-6

The Accelerated Reader program is used in Years 2-6 to ensure that children are reading regularly and experiencing a breadth of text types that are appropriate to their reading level. It is also

## Reading Policy

designed to develop the children's retrieval skills and consolidate their understanding of texts read.

It is a computer program that helps teachers manage and monitor children's independent reading practice. A child picks a book at their own level and reads it at their own pace. When finished, the child takes a short quiz on the computer. Passing the quiz is an indication that they have understood what was read. AR gives children and teachers feedback based on the quiz results, which the teacher then uses to help set goals and direct ongoing reading practice. Children using AR choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them. Each child in Years 2-6 must have at least 15 minutes of designated AR Time each day. In addition to daily AR Time, children should be receiving 20-40 minute reading sessions 2 or 3 times a week to focus on other comprehension skills, such as deduction and evaluating author's use of language.

The children need to have a **reading age of 6 years old** in order to access the AR program.

In Year 1, more confident and higher attaining readers will start using the AR program (*as long as their reading age is judged to be at least 6 years old*) from the Spring Term onwards. This will be a phased process with more children being added as the year progresses.

At the start of each new academic year, all of the children in Years 2-6 will take a **STAR Reading Test**. At the end of the test, each child will be assigned **ZPD levels**. These will indicate the level of books that the children should be reading, and it will also provide a baseline level to monitor the children's progress throughout the course of the year.

This initial test will also identify any children whose reading age is below 6 years old - targeted reading interventions will need to be put into place for these children to address their specific needs. The aim is to get these children to a Reading Age of 6, so they can go onto the AR system. Additional daily reading for these children is essential, as is the continuation of phonics understanding and decoding.

At the end of each half term, all children in Years 2-6 (*and identified Year 1 children*) need to take a STAR Reading Test. This is to generate their new ZPD levels for the next half term, and to assess their reading progress.

### Daily Accelerated Reader Sessions

**AR sessions need to take place everyday. All children need to receive a minimum of 15 minutes each day in school to read their AR book and complete quizzes.**

#### As a Guide:

- Higher Attaining readers are expected to read at least 2 fiction books per half term and complete quizzes on them (*assuming that these are challenging texts and long reads*).
- Middle Attaining readers are expected to read and complete quizzes on at least 3 fiction books per half term (*assuming that these are short chapter books*).
- Lower Attaining readers (*or those reading shorter texts*) are expected to read and complete quizzes on at least 6 fiction books per half term - 1 a week.

## Reading Policy

Each child should also be reading at least one non-fiction text a half term.

**The children are only allowed to change their AR book once a half term without quizzing on it.** This is to build up their reading stamina, encourage perseverance with texts that may not seem appealing to begin with, promote children to read a wider range of texts, and discourage them from 'giving-up' on books. Hopefully, they will find that they actually enjoyed the book in the end, but even if they don't then it's important for them to recognise that they aren't going to like every text that they come across, but they persevered and broadened their experiences. Therefore, they need to make sure that it is an appropriate book for them by looking at the blurb and a couple of the pages before reading it properly.

The children should be reading the majority of the words in their AR book independently, as they are deemed to be at their correct level.

**The children should not be reading AR books outside of their ZPD range during their daily AR sessions.**

**Children to be given 3 Dojo Points, if they achieve 80%+ in any of their quizzes.**

**Children to be given 5 Dojo Points, if they reach their Points target and manage to fill up all of their sunflower and the sun.**


### Teacher and TA roles during AR Sessions:

- Listening to a range of children read.
- Helping to develop their comprehension skills by asking them a range of specific questions to assess their understanding of what they are reading.
- Helping the children to select appropriate tasks. Are they choosing texts that are too challenging/easy for them? Prompting them to find texts that are the right level for them.
- Ensuring that they are 'Quiz-ready'. Asking them to recall the main plot points. Using the 5 'W's to review the text: *Who? What? Where? When? Why?*
- If they are struggling to recall what has happened in the text when they are taking quizzes, supporting them to make notes or to create story maps to help their recall skills.
- Having discussions with those children that have been identified as needing additional focus, as a result of the information shown in the weekly Diagnostic Reports. *Have they completed enough quizzes? Why not? Is their average quiz score below 75%? What is going wrong? Did they get a low score for one of their quizzes? What might have been the reason for this? What could we do next time to ensure that this doesn't happen?*

### Reading Logs

- We have created our own Manor Field Reading Logs for Accelerated Reader to ensure that the most relevant and useful information is recorded for school staff, the children and their families.
- The children need to be responsible for completing this document themselves at the end of each AR session.
- At the end of each session there should be a record of:
  - The book that the child is reading.
  - The ZPD level of the book.
  - The amount of time that they have read for.
  - The number of pages read.

## Reading Policy

**My Reading Log**

Date	Book Title	ZPD	Time Read	Number of pages read	Notes	Quiz Score & Points Earned

My Average % Quiz Score for this week:

- When any adults read an AR book with a child, then they should also be recording any relevant comments pertaining to their discussions with the child and their reading aptitude.
- After taking an AR quiz, the children need to record their quiz score and the number of points that they have read.
- It is vitally important to ensure that the children's Reading Logs are kept up-to-date in order to monitor whether the children are reading regularly, reading the correct level books for their ZPD and to keep track of quiz scores so that support can be put into place if any low scores arise. The Reading Log can also be used to identify whether any children have not taken any quizzes recently or if they seem to be taking a particularly long time reading one text.
- ZPD Record Slips to be attached to the back of Reading Logs to monitor progress over the course of the year. These need to be updated half termly.

### Reading Magpie books

These books have recently been introduced for use in Key Stage 2. The purpose of these books is to:









- 'Magpie' any powerful vocabulary or forms of imagery that they find in the books that they are reading that they might want to use in their own writing.
- To make notes or create story maps to help them to recall the key events in the text that they are reading in preparation for taking a quiz in school.
- Record anything else that they want about the text they are reading.

The children should use these books, however they like, to create their own wordbank of amazing vocabulary and to help with their understanding of a text. Where appropriate, the children can take these books home to consolidate their understanding or express their thoughts towards a text that they are reading.

### Fortnightly Reading Focus

## Reading Policy

- In addition to the daily AR sessions, class teachers to ensure that there are **at least 2 more Reading sessions timetabled each week to focus on developing the other Reading Foci skills that are not addressed through the AR quizzes.** These skills include:
  - Deducing, Inferring and Interpreting
  - Commenting on the structure and organisation of texts, including grammatical and presentational features at text level.
  - Commenting on and explaining author’s use of language.
  - Identifying and commenting on writers’ purposes and viewpoints, and the overall effect of the text on the reader.
  - Relating texts to their social, cultural and historical contexts and literary traditions.
- Every fortnight, one of the Reading Foci will be introduced/revisited with the children during the Monday reading session. **This will take place in all year groups.**
- During the following reading sessions in that fortnight, the children will be given the opportunity to practise and apply this reading skill independently.
- These skills could be taught and applied through explorations of whole class texts or by examining text extracts.
- **Staff follow the whole school Reading Progression document to ensure that the children extend their skills for each of the Reading Foci as they move through the school.**  
[https://docs.google.com/document/d/1aXfhjGNCVKMO4S5wTpYHQeSIHw\\_DzLYvc93r9-l32sw/edit](https://docs.google.com/document/d/1aXfhjGNCVKMO4S5wTpYHQeSIHw_DzLYvc93r9-l32sw/edit) Each of the Reading Foci will be revisited and consolidated more than once in each year group.
- **The Manor Field Reading Foci prompts need to be displayed in every classroom for children and adults to refer to.**

Reading Foci	
1. <b>Decode</b> - I can use a range of strategies, including accurate decoding of text, to read for meaning.	
2. <b>Describe, Select, Retrieve</b> - I can understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	
3. <b>Deduce, Infer, Interpret</b> - I can deduce, infer or interpret information, events or ideas from texts.	
4. <b>Structure, Organisation, Presentation</b> - I can identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.	
5. <b>Comment on &amp; Explain author's' use of language</b> - I can explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.	
6. <b>Purpose, Viewpoint, Overall effect</b> - I can identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	
7. <b>Context, Tradition</b> - I can relate texts to their social, cultural and historical contexts and literary traditions.	
8. <b>Behaving &amp; Reflecting as a reader.</b>	



## Reading Policy

- All adults to have Manor Field reading prompt cards with key questions on for each Reading Foci to prompt discussions with the children about the texts that they are reading. These questions can also be applied to discussions about AR texts.
- Teachers to highlight on their year group Reading Progression Document Evidence Sheet when and how they have covered each of the Reading Foci over the course of the year.

### Talk for Writing

During the Imitation Stage of our Talk for Writing Units, we provide opportunities for the children to 'Read as a Reader'. The children apply the reading skills that they have acquired and developed during their Fortnightly Reading Focus sessions to the model text that is being explored. They unpick strategies that the writer has used to create a specific effect with the reader. They then develop toolkits for effective strategies that they can apply within their own writing.

The children carefully explore each line of the model text to understand any key vocabulary and to deepen their understanding of the text through focused questioning and discussion.

### Key Texts

Following the launch of our New Curriculum, all half-termly Themes will be driven through the use of a key text. These texts will be used as a class reader, and to inspire work across the curriculum through writing units and whole class reading lessons. Our key texts are linked explicitly to the learning focus of each Theme, to inspire learning and promote the love of reading. Each book is linked to the subject focus of each theme, either History, Geography, Science or PSHCE. These texts are shared with parents prior to each Theme, and they are given the opportunity to purchase these texts from our school website, if they wish to read these texts with their children at home.

Each term, every year group will create a display in a prominent area around the school to promote one of their key texts for that term. The aim of these displays is to share the engaging texts with the whole school and any visitors, as well as to inspire excitement and discussion about reading amongst the children and the rest of the school community.

### Boxes of Brilliant Books

- Each year group has a '**Box of Brilliant Books**', which contains key texts from Pie Corbett's Reading Spine, Page-Turners and his new Poetry Spine. They are designed to form a core selection of essential reads for each year group to be read aloud to the children
- The books are not for the children to take home or to read on their own. Instead, they should be seen as extra special books to the ones that they read independently. They are special because they are to be shared with the whole class, so that everyone can enjoy and become immersed in these amazing texts.
- The aim is for the children to encounter as many of these essential texts as they can throughout the course of the year to help bring reading to life, and to encourage enthusiasm and engagement with classic texts.
- **All class teachers to choose one of the texts from the box to have as their class reader.** Teachers to record the books that they have read with their class over the course of the year onto the shared document for their year group.
- **All teachers to make time at the end of each day to read their chosen text with their class.** This regular time to read to the class is extremely valuable for demonstrating good

## Reading Policy

reading techniques, as well as creating a strong reading culture in the classroom and promoting a love of reading!

- These texts could be incorporated into other areas of the curriculum, where appropriate links could be made. *For example, elements of the book could be used to support skills being taught in English Writing lessons, or it could be used as a stimulus for some of the Theme learning.*
- Discussions will take place at relevant points in the text to talk about what's just happened, how the children are feeling, any vocabulary that they may not understand or to make predictions about what they think might happen next.
- There is a document for each class to record the texts that they have read over the course of the year.

### Poetry Focus:

- **There are a range of Poetry books in the Boxes of Brilliant Books' to be shared with the children in order to promote an interest in and love of poetry.**
- Each week a child in the class will have the opportunity to select a poem from the box that they would like to share with the class. The child can read the poem, or if they're a bit shy then the class teacher could read it for them. Some classes might decide to have a poem of the day.

### 4. Enrichment

We Manor Field, we want to promote a real passion for Reading across the whole school.

- At the end of each day, all classes take part in **DEAR (Drop Everything And Read) Time** for at least 10 minutes to share and enjoy class texts.
- **All teachers have created engaging reading areas in their classrooms and Unit Areas.** The aim of the class Reading Areas is to engage the children's interest in reading and prompt them to explore different types of texts. It should also encourage them to share their thoughts and feelings (*good and bad*) towards texts, and give them easy, fun and/or quick opportunities to make their own recommendations to the rest of the class. Each Reading Area should give ownership to the children for keeping it updated with their recommendations and responses to texts. It should also be accessible for ALL children to share their favourite books, especially those who might struggle with writing. Reading Subject Lead to monitor that Reading Areas are being updated regularly and promote a love of reading.
- All children in KS2 have access to First News. This allows the children to develop a greater understanding of current global news events and stimulates meaningful discussions to prepare them for 21st century life and our ever-evolving world. It encourages reluctant readers to access texts, as well as giving them meaningful opportunities to rehearse and apply key reading skills.
- Each year we hold special World Book Day events and organise regular Book Weeks to celebrate the joy of reading, introduce the children to different texts/authors, as well as giving them greater opportunities to express their reading preferences with others.
- We are very lucky to have a wonderful school library with a huge variety of engaging texts for the children to access.

## Reading Policy

This document illustrates the additional strategies that we have identified as a school community for how we will work together to promote reading for pleasure with our children:

[https://docs.google.com/presentation/d/1PGHQpITXse-9P5qvA\\_j\\_BgW7cKcKrK6ISUDRdS8VjM/edit#slide=id.g8b8109ebe1\\_0\\_161](https://docs.google.com/presentation/d/1PGHQpITXse-9P5qvA_j_BgW7cKcKrK6ISUDRdS8VjM/edit#slide=id.g8b8109ebe1_0_161)

It is the responsibility of **ALL** staff to promote a passion for reading in our school!

### **5. Inclusion**

The school uses a variety of teaching and learning styles in reading lessons. We believe in whole-class, inclusive teaching methods. Where a child has specific learning needs, the teacher will adapt the lesson to ensure they can access the learning through scaffolds or adult support. When a child is not making sufficient progress in Reading, or is working below the expectations for their age/ phase, the teacher will then liaise with the school's SENDco to consider whether any additional resources would support the child in progressing or whether the child may require targeted Reading intervention from one of the programmes available.

The school uses a variety of teaching and learning styles in reading lessons. We believe in whole-class, inclusive teaching methods. Where a child has specific learning needs, the teacher will adapt the lesson to ensure they can access the learning through scaffolds or adult support. If further support is still needed, the classroom teacher will liaise with the SENDCO and individual targets can be written through an IEP (Individual Education Plan) to support the child.

**Bear Necessities / Dancing Bears / Dancing Bears Fast Track:** These are decoding programmes for struggling readers which includes flashcards, multi-sensory pages, decoding power pages, cloze sentences, fluency reading and mastery assessments. The intervention is delivered daily and relies upon flashback techniques to provide plenty of opportunities for over-learning.

**Rapid Reading:** This is a progressive reading scheme used in Key Stage 2, with a collection of resources to support children who find reading difficult. It aims to further develop their phonics, sight vocabulary and comprehension. It provides: finely-levelled reading books; assessment texts to monitor pupils' reading progress; and activities to consolidate comprehension.

**TRUGS ( Teaching Reading Using Games):** This is a progressive phonics scheme designed for children from Year 2 onwards. It aims to develop their phonically knowledge and skills through playing games. There are 15 stages to the programme that the child can work through in groups with adults support. By reading the words within the four decodable card games at the selected Stage, pupils are able to practise reading by sounding out the phonemes in a word from left to right and blending them together all through the word until they can read the word automatically. The structured decodable card games combines the professional phonics side of learning to decode print with the fun side of playing card games linked to the criteria of the National Curriculum.

### **Early Morning Readers**

- Specific children to be identified who would benefit from additional daily reading time with an adult. Children to be selected based on data and staff's knowledge of whether regular reading is taking place at home.

## Reading Policy

- All TAs to be allocated an Early Morning Reader child who they listen to read every morning. They can also support and focus these children when taking AR quizzes.
- TAs to update Reading Logs each day and monitor that the children are choosing appropriate texts within their ZPD (*Years 2-6*), as well as their quiz scores. TAs to provide support if children are scoring less than 80% in their quizzes.
- Make a note of key words that children are struggling to decode. Practise these words each morning, record them in their Reading Logs and indicate when children have become secure with them.
- TAs to also monitor their Early Morning Reader's progress in Star Reading tests. *Do they need adult support to focus when taking these tests? If they have regressed, what additional support do they need?*
- Reading Subject Lead will monitor the progress of all Early Morning Readers by analysing the results of their STAR Reader Tests each half term in a whole school document. Subject lead to provide training and support to TAs, where needed.

### **Books for Reluctant Readers or Dyslexic Readers**

We have a good selection of books at our school, which are aimed at our more reluctant and less confident/able readers, and those who just don't seem to engage with reading for pleasure. The content of these books are designed to appeal to older readers, but they are still written in a style that the children will be able to access more easily and more independently.

The books cover a wide range of topics, from football, to thrillers, to toad poets, to twisted fairy tales, to ninjas, to cupcake themed weddings, to what SuperDad does on his day off - lots of exciting texts to appeal to the children! We also have the 'Dog Man' and 'Treehouse' series of books, which the children love!

These books also have a dyslexia-friendly font to make the reading process easier for these children. The paper is also heavier with a gentle tint to help reduce visual stresses.

This document contains a list of all of the delights that lie within my box!

With the support of the Reading Subject Lead, teachers identify children in their classes who would benefit from accessing these texts. A list of the school's dyslexic and reluctant readers is produced and shared with SLT and all teachers. The Reading Subject Lead has a document to track the books that these children are reading, so that additional suggestions can be made to maintain their engagement with reading

### **6. Assessment and Recording**

At Manor Field Primary school, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Feedback Policy. Children are monitored on a regular basis to check progress.

## Reading Policy

We use Target Tracker to assess children's progress against each of the specific reading assessment foci throughout the year. Termly PIRA Rising Stars reading tests are also used to monitor and assess reading progress, as well as the results of children's Accelerated Reader quizzes. Children take STAR Reader tests at regular intervals during the year to determine their reading age. This assessment provides teachers with data to help them identify children who are working at age-related expectations and those who are not, and are therefore in need of reading intervention support.

Class teachers to print off STAR Reading Growth and Screening Reports each half term after their class has completed their STAR Reading Test. Teachers to analyse the information shown in the data to identify where actions are needed to support children who are not making the required progress. These reports are to be used alongside data from PIRA tests and the teacher's knowledge of the children to inform Target Tracker judgements. These reports should be brought to Pupil Progress Meetings to support discussions and provide additional information/sources of evidence.

Children from Year 1 onwards have reading exercise books, where a range of evidence is collected and can be used to form an accurate assessment of their individual reading ability. We encourage all pupils to take responsibility for their own and their peers' learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each others work using vocabulary related to the skill taught, evaluation, self assessments (Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve), traffic lighting achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

'Becoming a Master in Reading' sheets are added to the back of all children's Reading books in Years 1-6. These show the KPIs that the children should achieve for each specific year group and link directly to the assessments on Target Tracker. These should be dated to show when individual children have worked on each of these targets and highlighted (using the appropriate colours) to show how well they have met it:

**Working towards** - We've covered this in a lesson and I'm starting to understand it, but I'm not ready to apply it yet.

**Achieved** - I understand how to do this and can apply this independently.

**Mastered** - I have a secure understanding and recall of how to do this and it's become part of my toolkit, which I can apply in a range of different contexts.

The children should also take ownership for using the 'Becoming a Master in Reading' documents to self-assess their own progress towards achieving each of the targets shown.

Pupil progress meetings, between each class teacher and members of SLT, take place each half term, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps.

### 7. Monitoring

## Reading Policy

The Reading subject leader ensures that the relevant skills are met across the year groups and that the learning is appropriate. Weekly planning is devised by class teachers and shown on their individual English plans - support is provided by the subject lead, where appropriate.

The subject leader is responsible for reviewing and improving the standards of teaching and learning of reading throughout the school by: analysing data, conducting lesson observations and learning walks, moderating children's work; facilitating pupil interviews; and auditing professional development and resource needs. Subject portfolio contains the key documents for this subject, and contains evidence of its implementation across the school.

Class AR Reading folders to be monitored each term by Reading Subject Lead to ensure that appropriate discussions and support are taking place in AR sessions. They will also be looking at the impact that class-based interventions have had and tracking the children's progress in their AR quizzes over the course of the year.

Reading Subject Lead to analyse STAR Reading Growth and Screening Reports each half term to identify any whole school actions or specific areas of need. Work with staff to provide targeted support for those children who require immediate intervention. Whole school document created by Reading Subject Lead to monitor the children's progress in the STAR Reader tests, especially those pupils who have been identified as requiring intervention.

### **8. Role of Parents and Carers**

At Manor Field, we recognise the strong links between support at home and success in reading and seek to encourage a positive home-school reading partnership. We recommend that you take the time to share books with your children to further develop positive attitudes towards reading. This can be a combination of you reading to your child, listening to them read and asking questions about what they have read. The expectation at Manor Field is that every child, whatever the age, is reading or engaging with reading every day out of school hours. We firmly believe that daily reading is essential in order for children to make good progress across the curriculum. Parents and carers are encouraged to write in their child's Reading Record when they have heard them read, to support the communication between home and school. The Reading Records are also used to communicate the children's results from their Accelerated Reader quizzes. The purpose of the Reading Record is for both teachers and parents to track the amount of reading that children are engaged in over time, as well as the breadth of texts that they are encountering. With your support, by the time children leave Manor Field, they will be able to read confidently with a love of reading. They will also recognise the importance of reading as a key skill for life-long learning.

### **Home-Learning Expectations**

- **The expectation is for each child to be reading at least 5 times a week at home.** Ideally, this should be their book from school or it could be another text of their choice that they have at home.
- Parents/carers need to complete their child's Reading Log to indicate when reading has taken place at home. They only need to fill in the boxes that are relevant.
- The children should bring their Reading Logs into school each day, as they will be using them in class.

Ends

Reading Policy