

**St Andrew’s CE Primary School**

**Reciprocal Reading/Guided Reading Policy**

**Dated: July 2021**

**Review Date: June 2022**

**Ethos Statement**

**“Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes the Christian values of love, forgiveness and respect through the experience it offers to all its**

At St Andrew’s we believe that a love of reading is the foundation of all learning. A child who loves to read has the best possible start to their education. Therefore we promote love of reading through class novels, time in class devoted to reading and discussion about books, vibrant and welcoming classroom reading environments and whole school displays which encourage children and staff to actively engage in and discuss their reading. It is also essential that the children see their teachers as ‘reading teachers’ who promote a love of reading. A **Love of Language** is a key driver in our whole school curriculum.

**READING RIGHTS**

We believe in and actively promote the following **Reading Rights** for all children:

All children have the right to:

1. Hear uninterrupted stories alongside their ongoing reading book

2. Read and perform poems

3. Read books by authors as part of our cultural heritage and by authors who are still alive

4. Feel uncomfortable or have ways of thinking or attitudes challenged

5. Read fiction and non-fiction for pleasure

6. Be taught by staff who have a good knowledge of books

7. Read beautiful books

8. Read books electronically

9. Have space within the classroom environment and timetable to enjoy reading

10. Express opinions about what they have read or would like to read

**AIMS**

We also aim to:

* Provide the children with the skills and strategies necessary to develop into competent and fluent readers
* Encourage the enjoyment of books and reading so that the children develop a life-long love of books
* Ensure that they read with enjoyment and develop their imagination and creativity
* Develop understanding and use of phonics and spelling rules to read accurately
* Develop a critical appreciation of what they read
* Develop study skills so that the children can find appropriate fiction and non-fiction books from the library
* Develop research skills, using library and class texts
* Encourage an interest in words and what they mean in order to increase their vocabulary
* Familiarise the children with a wide range of genres in fiction and poetry, and develop awareness of some of the ways in which narratives are constructed
* Increase understanding and use of a range of non-fiction texts
* Recognise that through reading different genres we can reach a better understanding of other cultures, how religious beliefs can influence behaviour and gain a better understanding of the real world around us
* Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
* Encourage care and ownership of books

**HOW WE TEACH READING:**

**Phonics:**

Children are introduced to multi-sensory phonics in Nursery via the **Letters and Sounds** programme, then moved onto **Read Write Inc** as soon as they are ready. This is the main phonics programme used at St Andrew’s to teach early reading skills, adapted for the specific needs of our children. Lessons take place three days a week and last half an hour each. Children are introduced to all 44 of the main sounds in English in isolation and in words. They are assessed weekly by staff and once a term by the Read Write Inc leader. These assessments are used to stream the children so that they are working in small groups with others of similar ability.

**Guided Reading:**

This is introduced in the summer term in Reception and takes place every day in Key Stage 1, as well as for struggling readers in Key Stage 2. Lessons last half an hour. Children are grouped by ability according to teacher assessments carried out each term. They read a range of fiction and non-fiction texts, usually completing a written activity at the end of each one. As children’s reading skills develop this will take the form of a comprehension, but for less confident readers it will be a sequencing or cloze procedure activity.

**Reciprocal Reading:**

This is introduced in Key Stage 1 to those children who have completed the Read Write Inc programme of work. It then replaces Guided Reading in Key Stage 2. It teaches the following specific reading skills: **summarising**; **predicting**; **enquiring**; **clarifying; extending; reviewing.** Each week children are introduced to a different high quality text which might be an extract from a fiction or non-fiction book, a poem or a song. They pick out and work out the meanings of unfamiliar words (**clarifying**), before **summarising** what the text is about, **predicting** what could happen next, **extending** the text by thinking of alternative scenarios, answering a range of literal and inference questions (**enquiring**) and **reviewing** the text. Lessons take place four times a week (three in Key Stage 1) and last half an hour each. The texts used should be beyond the reading ability of the majority of the class. The clarifying activity is particularly important as this should be used to develop children’s vocabulary (see below). In Reciprocal Reading, children should be introduced to a rich and varied vocabulary which they can then apply through speaking and writing.

**Shared Reading:**

We follow the ‘Books as Hooks’ approach in our English lesson planning. Teachers choose books carefully, ensuring that they are rich and challenging. When reading to the whole class, the teacher models the reading process as an expert reader, providing a high level of support. The role of the expert reader is to model how the text is read and understood. Use of high quality, engaging texts will also motivate the children and have a positive impact on all their learning, particularly writing. We recognise that immersion in and imitation of high quality texts is fundamental to the writing process.

**Catching up:**

Where children fall behind in reading the school offers a number of strategies to help that child ‘catch-up.’ These include:

* Specific small group teaching via Read Write Inc
* Daily reading with a trained TA
* Weekly reading to a reading volunteer

**Reading at home:**

In the Foundation Stage, children take books home twice a week. These are chosen by staff so that they appeal to each individual child. When children start to orally blend their sounds in reading, they take home Read Write Inc ditty books in order to develop their phonics awareness.

In Key Stage 1, children change their reading books at least twice a week. We use a wide range of **Oxford Reading Tree** materials as home readers, including Songbirds Phonics and Project X, chosen specifically to appeal to engage those children with a love of adventure. All the children have a reading diary which is monitored and filled in with a date, title of the book and a written comment by an adult after the child has read.

In the summer term of Year 1 children are introduced to **Accelerated Reader**, which they then use throughout the rest of their time in school. In Year 1 children take a STAR Early Literacy test which assesses those who are able to access Accelerated Reader. From Year 2 onwards they are assessed each term using the STAR Reading test, which gives each child a reading range within which they can choose books from the school library which are best suited to their ability. After each book, the child completes an online comprehension test which assesses their comprehension skills. Through Accelerated Reader we are able to track how often each child reads and whether the texts they choose are at the right level for them.

**Target Setting**

Children have reading targets generated by their teacher and/or Accelerated Reader or Early Literacy, the forerunner of Accelerated Reader in Foundation Stage and Key Stage 1. These are displayed in each class and changed as soon as a target has been achieved.

**Assessment**

Reading is assessed at the end of term via NFER tests in Key Stage 1 and Key Stage 2, except Year 1 who use the Pira assessments and Years 2 and 6 who use former SATs papers. Accelerated Reader is also used to track pupils’ attainment, progress and set appropriate targets and ‘difficulty’ level of books.

Our aim is to actively engage our children in the Reading Content Domains for Key Stage 1 and Key Stage 2.

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| Content domain reference – KS1 |
| 1a  | draw on knowledge of vocabulary to understand texts  |
| 1b  | identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information  |
| 1c  | identify and explain the sequence of events in texts  |
| 1d  | make inferences from the text  |
| 1e  | predict what might happen on the basis of what has been read so far |

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| Content domain reference – KS2 |
| 2a  | give / explain the meaning of words in context  |
| 2b  | retrieve and record information / identify key details from fiction and non-fiction  |
| 2c  | summarise main ideas from more than one paragraph  |
| 2d  | make inferences from the text / explain and justify inferences with evidence from the text  |
| 2e  | predict what might happen from details stated and implied  |
| 2f  | identify / explain how information / narrative content is related and contributes to meaning as a whole  |
| 2g  | identify / explain how meaning is enhanced through choice of words and phrases  |
| 2h  | make comparisons within the text |

**Vocabulary**

Having a rich vocabulary enables children to have the ability to say what they mean. By having several words at their disposal for describing an event or emotion, they can be explicit when sharing their ideas and opinions. It helps children to understand what other people are saying and what they are reading as vocabulary is the foundation for comprehension. Unfamiliar words become holes in the text, preventing children from completely understanding what they have just read. It bolsters children’s ability to grasp ideas and think more logically. The greater number of words a child has, the more they can interpret ideas from others, and express their own ideas. It boosts a child’s confidence and power of persuasion. Having a rich vocabulary will help children to communicate in a more engaging way. Use of high quality, classic texts as class novels, in shared reading and in Reciprocal Reading is essential in order to improve and develop children’s vocabulary.

**Love of Reading/Cultural Capital**

As well as being able to decode texts, we want children to develop a life-long love of reading and of all forms of literature. To this end there are a number of initiatives to encourage pupils to read and enjoy books, poetry and drama. These include:

* DEAR (Drop Everything And Read) time in class or assembly in each week – all members of class including staff to read their own books for 20 minutes (it is essential that children see staff as engaged readers)
* Children listen to a class novel at the end of most days
* Access to a wealth of books via the school library
* Reading assemblies
* Author visits
* Library visits
* Whole school reading displays
* Year 6 take part in a yearly Shakespeare festival
* Use of classic texts in lessons