



EVERY CHILD MATTERS ACADEMY TRUST  
WELLGATE PRIMARY SCHOOL  
Reading Policy

The terms Trust and School (and levels within e.g. governors and trustees) are interchangeable and apply to all schools within the Trust

## 1 Reading Opportunities

Reading takes place in many different forms across the school:

- **Individual reading** - one to one with an adult (this could be a volunteer) this is recorded in the home/school record and volunteer reading sheets.
- **RWI** - children begin this in FS2 and stay on the programme until they have completed all the stages (the majority of children should have finished by the end of Year 2 if not before)
- **Guided Reading** - this happens daily from Y1-Y6. Children complete a range of different reading activities (see more detail below)
- **Novel study** - this happens once a term. Children will use a novel to inspire their writing and in doing so will read, analyse and discuss the text as a whole class or small groups.

## 2 Books

Each child has a guided reading book where they complete their comprehensions and guided reading activities. Children will also have an opportunity to take a reading book home along with their home reading record. The children also have access to a library on Mondays and Wednesdays where they check out a book of their choosing.

## 3 Feedback and Marking

All work is marked in the guided reading books. Sometimes, this may be done with the children in blue pen (the majority is completed by the teacher in green pen). Children are given the opportunity to respond to the marking and feedback in blue pen. If questions with marks are written, these must be marked with regard to the number of marks achieved e.g. 2/3- this will help children identify whether their answers are appropriate. If a child is continually getting everything right, they are challenged further.

## 4 Differentiation

Differentiation comes across in many different forms in guided reading. Children are grouped according to their reading ability. Comprehension activities are written and created to meet the needs of all children. Reading books are levelled for the different groups of learners.

Reading Wise - an intervention for reading – will be implemented into school in spring 2017 to help close the gap between children, especially pupil premium children. This will be accessed through computers and iPads in the school.

## 5 Assessment

Each half term a SAT style/comprehension test will take place (these are used to indicate what the children can and can't do and should not be relied upon to say a child is At Expected):



- Autumn 2, Spring 2 and Summer 2- Rising Stars assessment
- Autumn 1, Spring 1, Summer 1 – Twinkl assessment.

Teachers will use these assessments to teach and practice test skills: develop reading at length, holding concentration, answering a range of questions in different formats, understanding what questions are asking and how the marks work. This will move children in line with the higher standards of the new SATS assessment. Teachers should use these to inform planning for the following term and edit the test with the children to pin point what the children don't understand. Teachers will then complete the FLIC based assessment.

## 6 Planning and teaching

Each guided reading session should relate to a key skill or objective they want to be developed and this should be tailored to the needs of the children. These objectives can be found on FLIC. There should also be opportunities for practicing a combination of comprehension skills too. Chosen class texts and group texts need to be chosen carefully to include unfamiliar and challenging vocabulary. Any vocabulary should be taught beforehand and if possible displayed on the wall (this can just be in felt tip on paper).

There are a range of guided reading activities which take place on a daily basis, this can be completed in small groups or as a whole class activity dependent on the class needs and previous assessment.

Below is a sample of such activities:

- **Guided reading:** this will take place with an adult who, when applicable, will listen to the children read and then ask questions based on a particular objective and structure appropriate answers.
- **Whole class guided reading**, where a specific objective or skills are covered by all or the majority of the children.
- **Individual unseen comprehension** e.g. Scholastic, Prim-ed, Rising Star which should make links to genre types or skill types being taught that week.
- **Book or text related comprehension** e.g. written by the teacher based on what the children have read. These should be mostly linked to the reading skill being consolidated, practised or taught. (These questions may be given points similar to SAT style questions and should be marked that way as well.)
- **Paired comprehension** - children work with a partner to discuss and answer questions about a given text
- **Individual reading** - children read a book of their choice (a book review may follow this type of activity). A focus needs to be given to the children whilst completing this activity such as finding unfamiliar language, listing key descriptive vocabulary, identifying fact and opinion, writing a summary etc.
- **Sequencing activities.**
- **RIC activities** – retrieve, infer and choice activities with alternative resources e.g. videos, pictures, poems, lyrics.

Children should complete word level activities to develop dictionary, thesaurus and alphabetical order skills. As well as this, children will develop skills and strategies to understand new and complex vocabulary. E.g. placing words in order, finding meanings of words, matching meaning with words, matching words with pictures, explaining key words. (Prim-ed is a resource for understanding word comprehension) Children will need to be



taught strategies to understand new words from the context of the text.

## **7 Links to Writing.**

Guided reading objectives may also be covered during whole class teaching as part of writing lessons, specifically related to lessons discovering new vocabulary, using a dictionary or thesaurus and through the novel study which will take place every half term. Using texts and reading to support writing is encouraged especially using WAGOLLS and examples of successful writing as this can help children structure their own writing and gather ideas.

