

READING POLICY DOCUMENT



This policy is overarched and subject to the agreed contents and conditions of the Safeguarding Children and E-Safety Policies.

Tynsel Parkes CE Primary Academy is a welcoming community, committed to providing a nurturing and safe environment where every child is valued and loved. We aim to foster a love of learning that is supported by the teachings of the Bible: "Dear friends, let us love one another, all love comes from God." - 1 John 4:7. We work together, encouraging all to be compassionate, confident, and responsible individuals who positively contribute to their communities and the world around us. We are dedicated to creating a learning environment that reflects the love of God, where every child can grow and learn with happiness, encouraging all to treat one another with kindness and respect. This is reflected through our living motto practised throughout the Academy 'Loving & Learning Together'.

Our Reading curriculum is designed not only to fulfil statutory requirements but to enthuse all children with a love of learning. This will be achieved through a mixture of; exploration, discovery, creativity and a variety of learning opportunities that broaden children's knowledge and understanding.

English curriculum Intent: English programmes of study: key stages 1 and 2
(publishing.service.gov.uk)

We believe that English is one of the essential ingredients in providing our children with the best possible education. It is an important subject in its own right, the platform for accessing the whole curriculum and the world in which they live. At a fundamental level, English allows children to communicate, to form friendships, to empathise, and make their needs known. It connects us in the global world that we are a part of as it is the most widely spoken language in the world and is generally regarded as the language of the internet as the majority of websites are written in English. Recent research by the National Literacy Trust has shown that vocabulary development from as young as the age of five is linked to success in exams taken at sixteen; this is why it is imperative that we model high standards of Literacy and have high expectations of all of our children.

English across the curriculum:

We promote the transference of accurate English across the curriculum and give children opportunities to read, write, perform, debate, question and listen in a range of contexts from Early Years through to Year 4.

Reading and writing are further promoted through focus days such as World Book Day, and whole school projects.

Reading Intent

We aim to create a positive reading culture in school, where a love of reading is promoted through a wide range of high-quality texts and learning opportunities. Through this, our children will:

- Gain a lifelong enjoyment of reading and books.
- Read accurately, fluently and with understanding;
- Be able to read with expression, clarity and confidence;
- Develop a good linguistic knowledge of vocabulary and grammar;
- Read and respond to a wide range of different types of texts;
- Develop a deeper level of emotional intelligence and empathy;
- Read fluently, and with confidence, in any subject in their forthcoming secondary education.

Reading Implementation

Reading for pleasure is a must at Tynsel Parkes. We have book corners in each classroom with a wide variety of books for the children to read. We provide a text rich environment, in order to encourage a positive culture of reading throughout all classes and promote reading for pleasure. A reading culture is nurtured through opportunities to read across the curriculum, five-star reader awards, reading cafes and reading ambassadors in each class.

Children are taught to read in FS and KS1 synthetic phonics using the Read Write Inc. scheme. Children are provided with books that match and support their phonics development and ability. All pupils have opportunities to develop their reading skills daily and are encouraged to regularly read at home with an adult.

Through high quality teaching and learning experiences we develop children's skills and competence so that they are fluent readers who can read to learn. Whole class shared reading is used from the Summer Term in Year 1 through to Year 4 to enable all children to share high quality texts and develop skills in reading comprehension and fluency. Before Whole Class reading, children are taught in banded books through the Read Write Inc. scheme.

New learning is built upon prior knowledge which is revisited regularly.

Reading skills are taught during weekly guided reading lessons and where appropriate, reading strands are broken down into learning journeys which provide the following:

- New learning that gives clear definitions

- A range of progressive consolidation activities that give opportunities for the learners to be exposed to different question types
- Opportunities for children to interact with the vocabulary
- Progressive and varied learning opportunities
- Differentiated tasks with appropriate scaffolding
- Guided/independent learning activities and opportunities
- Flexibility

Readers are provided high quality, engaging and age appropriate reading material to read independently and take home using the Rising Stars reading scheme. Pupils undertake a number of roles when reading each book to further develop and consolidate reading skills.

These include the following roles:

- Prediction
- Clarification/vocabulary development
- Reading fluency
- Comprehension
- Summarising
- Questioning

Further support for readers is provided through target/focused reader sessions to close gaps within reading.

A love of reading is promoted across the school in all areas of the curriculum as well as during extra- curricular time. Regular opportunities for reading are provided along with opportunities to share and discuss books through book talk sessions. Reading ambassadors share books with other pupils. Texts of all genres are shared with pupils during class reading time at the end of each day and reading is continually promoted and rewarded through book fairs and competitions.

Vocabulary strand example

Vocabulary Learning Journey

1.	Pre-reading of the text. Pause after a tricky word. Repeat the word and tell the learners what the word means using a child friendly definition (co-build is an excellent resource).
2.	Choose up to 7 words from the text that are tier 2 words and that will enable the learner to gain an in-depth understanding of the text. What is/are the desired writing outcomes? If it is a character description, choose words that will enhance the writing of this. What incidental writing opportunity could support this? Dialogue between two characters to apply speech and vocabulary.
3.	Introduce the words to the learners by giving them the written word, the child friendly definition, the example sentence of phrase from the text and another

	example out of the context of the book. This needs to be written for the learners so that it can be referred to by them if they need it.
4.	Consolidation activity that involves selecting the sentence that uses the word correctly. Example Dusk? At dusk, she yawned and opened her curtains to welcome in the new day. It was dusk and the light was beginning to fade.
5.	Consolidation activity that enables the learner to choose the word that the sentence is trying to show. Word Association – Match it Hysterics fury sorrow flounced dusk He marched briskly away and he didn't look back.
6.	Guided or independent consolidation is dependent on AFL. Sentence stem activity Complete the sentence stems below Her heart was filled with sorrow because
7.	Guided session LO- To generate synonyms for the chosen words. Teacher to select appropriate ones prior to the lesson. When learners make their own choices, discuss the impact of them. Can you strengthen the word to create more of an effect or impact on the reader? Which word do you think is the strongest? Why? Look at the weaker words. What situation could these apply too? How is this word different? Independent or guided session LO- To order synonyms according to the impact that they make on the reader.
8.	Guided session LO- To generate antonyms for the chosen words. Teacher to select appropriate ones prior to the lesson. When learners make their own choices, discuss the impact of them. Can you strengthen the word to create more of an effect or impact on the reader? Which word do you think is the strongest? Why? What situation could these apply too? How is this word different? Independent/guided LO- To order antonyms according to the impact that they make on the reader
9.	Guided session LO- To generate word lines for the words previously generated to show contrast opposites and shades of meaning. Possible Independent session LO- To generate my own word lines for words to show contrast opposites and shades of meaning.
10.	Guided

	<p>LO- To gain a deeper understanding of vocabulary by generating appropriate scenarios that reflect the vocabulary. Ensure that you have scenarios prepared that showcase the word effectively.</p> <p>Fury Something precious or irreplaceable being broken or lost. Your pet being run over by a car that was speeding Your house been burgled or your car being stolen. Not being able to buy a toy when you had spent all year saving for it. Being accused of something that you didn't do</p>
11.	<p>Possible independent session LO- To generate responses using previous taught vocabulary.</p> <ol style="list-style-type: none"> 1. What might a person who has fury inside them say? 2. What might a person say to somebody who is hysterical? 3. What might someone who is full of sorrow say/do? 4. What might a person say to somebody when they had flounced off? 5. How would you explain to somebody what dusk is?
12.	<p>Independent application of the skill /incidental writing opportunity</p> <p>LO- To write responses to show what a person might say using or showing the vocabulary dusk, fury, sorrow, flounced and hysterics. - GPS consolidation of the use of direct speech. Possible activity a dialogue between the characters Jub and the witch.</p>

Retrieval strand example

Learning journey for the progression of retrieval skills

<p>Retrieve and record information / identify key details from fiction and non-fiction. Red is where it is the simple retrieval from the text and blue is where the key details are needed to understand the context with the phrase, sentence or paragraph.</p>	
<p>1. This type of question involves lifting the correct information from the text and the answer is located next to given information within the questions. Predominately questions that use Who? What? When? Where? How?</p> <p>For example:</p> <p>Q. How far was he away from the shore? He was 3 metres away from the shore</p>	<p>He was 3 metres away from the shore</p> <p>Q. How far was he away from the shore?</p> <p>A. 3 metres</p>

<p>2. This type of question could involve the reader lifting information from more than one piece of information over more than one sentence.</p>	<p>Restlessness kept her awake in bed, staring at the slanted ceilings of her house. She counted the widening cracks....</p> <p>Q. What has Piper been counting in the first paragraph?</p> <p>A. Widening cracks A. Widening cracks in the ceiling.</p>
---	---

<p>3. This type of question gives the reader multiple choice of plausible answers.</p>	<p>Q. Why is it important for bumblebees to leave a smelly scent on some flower? Circle the answer that is correct.</p> <table border="1" data-bbox="730 683 1391 913"> <tr> <td data-bbox="730 683 896 913"> <p>So that others avoid it</p> </td> <td data-bbox="896 683 1062 913"> <p>Because it smells better than nectar</p> </td> <td data-bbox="1062 683 1228 913"> <p>So others know it has pollen</p> </td> <td data-bbox="1228 683 1391 913"> <p>Because Bees give flowers Their scent</p> </td> </tr> </table>	<p>So that others avoid it</p>	<p>Because it smells better than nectar</p>	<p>So others know it has pollen</p>	<p>Because Bees give flowers Their scent</p>
<p>So that others avoid it</p>	<p>Because it smells better than nectar</p>	<p>So others know it has pollen</p>	<p>Because Bees give flowers Their scent</p>		

<p>4. This type of question gives the reader multiple choice of plausible answers but it is structured in a different format.</p>	<p>Q. Why is it important for bumblebees to leave a smelly scent on some flower? Put a cross into the correct box</p> <p>So that others avoid it <input type="checkbox"/></p> <p>Because it smells better than nectar <input type="checkbox"/></p> <p>So others know it has pollen <input type="checkbox"/></p> <p>Because bees give flowers their scent <input type="checkbox"/></p>
---	--

<p>5. This type of question gives the reader multiple choice of plausible answers and they have to select more than one correct answer to achieve a <u>single mark</u>.</p>	<p>Q. What ways does the text say that you can show your support to conserve bumblebee habitats?</p> <p>Volunteering <input type="checkbox"/></p> <p>Display posters <input type="checkbox"/></p> <p>Fundraising <input type="checkbox"/></p> <p>Become a member of the Bumblebee Conservation trust <input type="checkbox"/></p>
---	--

<p>6. This type of question gives the reader the correct information but matched incorrectly.</p>	<table border="1" data-bbox="730 1473 1449 1608"> <tr> <td data-bbox="730 1473 1066 1541">If you find a stranded bee</td> <td data-bbox="1066 1473 1449 1541">near to some flowers</td> </tr> <tr> <td data-bbox="730 1541 1066 1608">Place bee and nectar</td> <td data-bbox="1066 1541 1449 1608">give it sugar and water</td> </tr> </table> <p style="text-align: center;">↔</p>	If you find a stranded bee	near to some flowers	Place bee and nectar	give it sugar and water
If you find a stranded bee	near to some flowers				
Place bee and nectar	give it sugar and water				

<p>7. This type of question gives events or facts from the text and the question asks the reader to sequence them correctly as they appear in the text.</p>	<p>5 Number these facts about the life of the giant panda cub from 1–5 in the order in which they happen.</p> <p>The first one has been done for you.</p> <p>A cub eats bamboo for the first time. <input type="checkbox"/></p> <p>A cub leaves its mother. <input type="checkbox"/></p> <p>A cub develops black spots. <input type="checkbox"/></p> <p>A cub weighs 31 to 36 kilograms. <input type="checkbox"/></p> <p>A cub weighs about the same as an apple. <input type="checkbox"/> 1</p> <p style="text-align: right;"><small>1 mark</small></p>
---	--

<p>8. This type of question goes beyond skimming and scanning techniques and requires the reader to make a connection based on their own experience. Then to retrieve the correct information.</p>	<p>What is Ajay doing when the post arrives?</p> <p>Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letter box as an important looking brown envelope landed on the mat.</p> <p>A. Tucking into his tea and toast A. Having his breakfast</p>																	
<p>9. This type of question involves the reader retrieving the information and then sorting it into given headings.</p>	<table border="1"> <thead> <tr> <th></th> <th>Bee friendly</th> <th>Not bee friendly</th> </tr> </thead> <tbody> <tr> <td>Lavender</td> <td></td> <td></td> </tr> <tr> <td>Pansy</td> <td></td> <td></td> </tr> <tr> <td>Herbs</td> <td></td> <td></td> </tr> <tr> <td>Wild rose</td> <td></td> <td></td> </tr> </tbody> </table>				Bee friendly	Not bee friendly	Lavender			Pansy			Herbs			Wild rose		
	Bee friendly	Not bee friendly																
Lavender																		
Pansy																		
Herbs																		
Wild rose																		
<p>10. This type of question involves the reader retrieving the information in the first part and then deciding if it is true or false. The information in the following questions is gained through comprehension and using a process of elimination.</p>	<p>Information given in the text</p> <p>Luxury flats will be built</p> <p>Diggers moving in</p> <p>Park is closed</p> <table border="1"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The park has been looked after by a park warden</td> <td>X</td> <td></td> </tr> <tr> <td>The park is going to be replaced with a shopping centre.</td> <td></td> <td>X</td> </tr> <tr> <td>Building work in the park will start at the end of July.</td> <td></td> <td>X</td> </tr> <tr> <td>The park warden had two weeks' notice of the park's closure</td> <td></td> <td>X</td> </tr> </tbody> </table>				True	False	The park has been looked after by a park warden	X		The park is going to be replaced with a shopping centre .		X	Building work in the park will start at the end of July .		X	The park warden had two weeks' notice of the park's closure		X
	True	False																
The park has been looked after by a park warden	X																	
The park is going to be replaced with a shopping centre .		X																
Building work in the park will start at the end of July .		X																
The park warden had two weeks' notice of the park's closure		X																

<p>11. This type of question involves the reader comprehending a paragraph or section of the text. This is a two mark answer so one mark awarded for a correct response in each box.</p>	<p>Micah set the music box between them, 'Isn't it beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long hair falling around her waist. At her back grew a tree full to bursting with pink blossoms that hung over her like a veil. Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one painted in white coral and cerise.</p> <p>She'd heard this type of music before and had always thought the sound was a little annoying. She had seen contraptions like these before.</p> <p>Q. Piper has mixed feelings about the music boxes. Complete the table below to show her thoughts</p> <table border="1" data-bbox="507 696 1134 1727"> <tr> <td data-bbox="507 696 1134 741"> <p>What Piper likes about the music box</p> </td> </tr> <tr> <td data-bbox="507 741 1134 1384"> <p>This answer must recognise the skilful painting/painter</p> <p>A. It is beautifully decorated (the writing is precise in describing the decoration of the box).</p> <p>A. The art on it (true artist to create such beauty)</p> <p>A. She likes the flowers (the imagery that the writer is creating tells us that it is beautifully done).</p> <p>Not acceptable It looks nice The box is pretty It's beautiful</p> </td> </tr> <tr> <td data-bbox="507 1384 1134 1429"> <p>What Piper dislikes about the music boxes</p> </td> </tr> <tr> <td data-bbox="507 1429 1134 1727"> <p>A. The music was annoying</p> <p>A. Only a person could make good music (key details needed to understand)</p> <p>A. She considers them toys/contraptions</p> <p>Do not accept That it won't sing (this is taken directly from the text) Not playing music</p> </td> </tr> </table>	<p>What Piper likes about the music box</p>	<p>This answer must recognise the skilful painting/painter</p> <p>A. It is beautifully decorated (the writing is precise in describing the decoration of the box).</p> <p>A. The art on it (true artist to create such beauty)</p> <p>A. She likes the flowers (the imagery that the writer is creating tells us that it is beautifully done).</p> <p>Not acceptable It looks nice The box is pretty It's beautiful</p>	<p>What Piper dislikes about the music boxes</p>	<p>A. The music was annoying</p> <p>A. Only a person could make good music (key details needed to understand)</p> <p>A. She considers them toys/contraptions</p> <p>Do not accept That it won't sing (this is taken directly from the text) Not playing music</p>
<p>What Piper likes about the music box</p>					
<p>This answer must recognise the skilful painting/painter</p> <p>A. It is beautifully decorated (the writing is precise in describing the decoration of the box).</p> <p>A. The art on it (true artist to create such beauty)</p> <p>A. She likes the flowers (the imagery that the writer is creating tells us that it is beautifully done).</p> <p>Not acceptable It looks nice The box is pretty It's beautiful</p>					
<p>What Piper dislikes about the music boxes</p>					
<p>A. The music was annoying</p> <p>A. Only a person could make good music (key details needed to understand)</p> <p>A. She considers them toys/contraptions</p> <p>Do not accept That it won't sing (this is taken directly from the text) Not playing music</p>					

Reading Impact

Reading assessment is ongoing and addresses misconceptions, providing further opportunities to consolidate skills if necessary and move learning forward. Formal assessments occur at the end of each term through the NFER standardised tests. Analysis of these tests takes place so that gaps within learning are identified and then teaching is adapted accordingly.

The subject leader for Reading works closely with Senior leaders to monitor teaching and learning in reading. Monitoring in this subject includes: pupil voice capture, book scrutiny, learning walks, planning scrutiny and lesson observations. Bespoke support and challenge is provided for practitioners as a result of monitoring. Moderation takes place across the year group, phase(s) and across the school to ensure consistency and progression.

At Tynsel Parkes, the aim is for all pupils is to read with accuracy, speed, confidence, fluency and understanding and to be ready to access the middle school curriculum. All pupils will make at least good progress from their starting points.

Updated: September 2024