



# **Montem Academy**

## **Reading Policy**



# Reading

**EVERYONE TO EXCEL THROUGH PRIDE AND AMBITION'**

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. The importance of laying firm foundations in this crucial area of the curriculum should not be underestimated and a consistent whole school approach to the teaching of reading should be established. Reading should be a valuable and rewarding aspect of the children's learning; a gateway to learning and to a broad and balanced curriculum.



## The aims of reading are:

Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be readers who can read. Meek (1983) believes that, 'Reader are made when they discover the activity is worth it.'

## Our aims are:

- To teach our pupils to become confident, independent and reflective readers who read a range of texts for a variety of purposes,
- To ensure that all pupils are able to read and comprehend in line with their age-related expectations;
- To deliver a structured and progressive whole school approach to the teaching of reading;
- To create a reading culture by providing a rich language environment within the classroom and throughout the school;
- To select appropriate resources to motivate, challenge and extend pupils effectively;
- To identify pupils who require additional support and intervene at an early stage;
- To monitor reading progress and levels of attainment closely and to use these information to narrow the gaps;
- To promote an ethos of achievement by setting high expectations and challenging targets;





## **Teaching of Reading:**

At Montem Academy, pupils are taught the key elements of balanced reading instruction. They are taught:

- Phonics: pupils will be taught to link sounds with letters, and using these correspondences to read words
- Fluency: pupils will be provided with the opportunity to develop their reading accuracy with sufficient accuracy;
- Vocabulary: pupils will be provided with the opportunity to explore and learning the meaning of new words and how words change in meaning in different contexts.
- Comprehension: pupils will be taught to understanding the meaning of words and sentences, integrating this meaning across texts and making inferences beyond the printed word:



**Everyone to Excel through Pride and Ambition**

## **The strategies taught to be a successful reader :**

At Montem Academy, we recognise that reading is a personal and highly complicated process. We aim to give our children every chance of being successful readers, through actively teaching the following skills.

- Concepts about print – Open front cover – Turn pages appropriately – Understand that left page comes before right – Understand that we read print from left to right – Match spoken word to printed word (one-to-one correspondence)
- Decoding and blending & knowledge of the alphabetic code – Sound talk words – Identify known graphemes – Break words into chunks
- Self-monitoring and self-correction – Stop if it doesn't make sense / sound right / look right – The adult should not intervene too quickly when an error is made, but allow time for the child to self-monitor.
- Rereading – Reread a phrase or sentence to check, confirm, problem solve or self-correct. – Have a 'run up' to a tricky word, get mouth ready and think about what would make sense.





## Cont.

- Phrasing and fluency – When children are first learning to read, they need to have control over one to one matching and pointing to the words is useful. However, this can slow reading down and children begin to think that ‘reading’ means ‘word reading’. As soon as one to one matching is secure, children should be encouraged to speed up and stop pointing. We should not accept slow, staccato, word-by-word reading. When this becomes a habit, it is very hard to break. An expectation of making the reading ‘sound good’ is fundamental. If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving.
- Retrieval locating information in text to answer a question.
- Inference and deduction Children should be encouraged to ask their own questions about their reading. Taught using inference training texts and activities.
- Authorial awareness (point of view, linguistic choices, structural choices, context of text)





Reading is an important part of our curriculum and is an integral part of all of our lessons. At Montem Academy, we teach reading through:

**Discreet comprehension lessons:** At Montem Academy, we teach lessons, which focus on developing pupils' level of understanding of the text, through discussion, written, and oral tasks; and the exploration of new vocabulary. Pupils will be taught to retrieve, infer, predict, summarise, analyse and evaluate a whole class text. In these lessons the pupils will also be taught strategies to write effective response using A.P.E (Answer it, Prove it, Explain it).

**Big Read Lessons:** At Montem Academy, we encourage our pupils to read for pleasure and to read widely. In these lessons, pupils explore a novel, developing their reading skills and their ability to understand the author's intent, connections and links to their own experiences. Discussion and critiquing are key aspects of these lessons. These lessons will be based around Solo Taxonomy to ensure pupils are able to gain a deeper understanding of the text through progressive tasks and skillful questioning which requires pupils to think more deeply.

**Everyone to Excel through Pride and Ambition**





**Reading across the curriculum:** At Montem Academy, we maximise opportunities for pupils to read, through our Topic Reading Lessons. These lessons focus on the teaching of reading whilst increasing the pupils' knowledge and understanding of the topics being taught in History and Geography. These lessons also provide the pupils with the opportunity to read for meaning and to read a wider range of texts including non-fiction texts. Pupils will be required to read independently or with the class teacher in order to gather information to support their learning of the topic.

**Independent Reading:** Montem Academy uses Accelerated Reading to promote independent reading. Pupils are tested each half term to assess their reading level, ensuring that pupils are reading the most appropriate books. Reluctant readers or those pupils who struggle with reading are heard reading every day to ensure that they make expected progress. Pupils are provided with Better Reading Time each day. During these sessions, pupils are able to develop their reading fluency, stamina and comprehension. Over the course of the week, each pupils will read to an adult either independently or within a group.





**Home Reading:** At Montem Academy, pupils are required to read daily at home and to record their understanding in their reading journal. Reading Journals are reviewed each week by the class teacher and monitored by the Vice Principal.



**Guided Reading:** At Montem Academy, pupils will be provided with the opportunity to participate in a Guided Reading session either to develop their fluency and reading skill or to improve their comprehension. These sessions will take place in Foundation Subjects, Big Read lessons, Tuesday Tuition and Better Reading Time.

**Everyone to Excel through Pride and Ambition**





**Parental Involvement:** We acknowledge that it is the job of school staff to teach a child how to read and to develop as a reader. However, we know that the best readers will also be reading within the home environment. Parents are encouraged to listen to their children read at home and able readers are expected to read independently at home to build reading mileage. Children take a 'reading book' home every day.

Parents are asked to comment/sign their children's reading record book every time their child reads at home. Teachers and TAs write comments when they hear children read individually or in guided reading. They also include guidance for parents about how to best support their children in reading, for instance, examples of questions that they can ask, strategies that are being practiced and how to praise specific elements such as intonation and fluency. In upper Key Stage 2, pupils take more responsibility for logging when they have read and write a comment about what they have read.

**Everyone to Excel through Pride and Ambition**



## **Leadership and Monitoring of Reading:**

Monitoring of the teaching and learning of reading takes place through various means:

- Observations of all reading lessons, including reading in foundation subjects, and phonics teaching.
- Monitoring of planning and record keeping.
- One to one reading where the Literacy Leader or other Senior Leader listens to a child read to establish the accuracy of the reading level awarded and the suitability of the reading material. The child is also asked questions about their reading at this stage.
- Learning walks to establish whether reading has been given a high profile within each classroom (displays, reading bookmarks to encourage home reading, book corners)

Evidence gathered is used to form an action plan for reading, including training requirements, support needs and resourcing.

**Everyone to Excel through Pride and Ambition**

## **Assessment:**

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all children make progress. Teachers use individual reading record sheets based on the national curriculum for each child in the class. Teachers use these to accurately determine the ability of the children in their class/set.

- Teachers and TAs record relevant comments/observations during individual reading, guided reading, shared reading or class story time.
- Pupils in Reception and Year 1 will be assessed in their phonic knowledge termly.
- Pupils in Reception and Year 1 will be benchmarked each half term to assess their reading ability and to determine their reading band.
- Pupils from Year 1, will take termly Pira tests to assess their attainment and progress in reading
- Pupils from year 2 will take Accelerated Reader tests each half term to assess their reading ability and reading age.



## **Assessment and Recording**

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 Marking Policy. Pupil Progress will measure pupils' knowledge and understanding, assessing what they already knew compared to what they have learnt. Pupils will complete KWL grids at the beginning of a unit and again at the end to ascertain the learning that has been retained by the pupils.

## **Monitoring:**

Monitoring of the teaching and learning of reading takes place through various means:

- the sampling of children's KWL grids,
- teacher planning,
- lesson observations,
- book reviews.



# BIG READ Autumn 1

1

**Year 1**  
**Guy Fawkes**  
**Stephan White-  
Thomson**

2

**Year 2**  
**The Great Fire of  
London**  
**Gillian Clements**

3

**Year 3**  
**Stone Age Boy**  
**Satoshi Kitamura**

4

**Year 4**  
**Viking Boy**  
**Tony Bradman**

5

**Year 5**  
**Oliver Twist**  
**Charles Dickens**

6

**Year 6**  
**Carrie's War**  
**Nina Baldwin**

**Everyone to Excel through Pride and Ambition**



# BIG READ Autumn 2

1

Year 1  
Rosie Walk  
Pat Hutchins

2

Year 2  
Katie in London  
James Mayhew

3

Year 3  
The morning I  
meet the whale  
Michael Morpurgo

4

Year 4  
Nims Island  
Wendy Orr

5

Year 5  
Wreck of the  
Zanzibar  
Michael Murpurgo

6

Kensuke's  
Kingdom  
Michael Murpurgo

Everyone to Excel through Pride and Ambition



# BIG READ Spring 1

1

**Year 1**  
**Around the World**  
**(Countries and**  
**Continents)**

2

**Year 2**  
**Amelia Earheart**  
**Caroline Crosson**  
**Jill Pin**

3

**Year 3**  
**Roman Diary: The**  
**journal of Iliona**  
**Richard Platt**

4

**Year 4**  
**So you think**  
**you've got it bad:**  
**Ancient Greeks**  
**Chae Strathie**

5

**Year 5**  
**Explore the Aztec**  
**Empire**  
**Curriculum Vision**

6

**Year 6**  
**History Detective:**  
**Ancient Egypt**  
**Rachel Minay**

**Everyone to Excel through Pride and Ambition**



# BIG READ Spring 2

1

**Year 1**  
**Stories form**  
**around the World**

2

**Year 2**  
**Emma Janes**  
**Aeroplane**  
  
**Katie Haworth**

3

**Year 3**  
**Akimbos**  
**Adventures**  
  
**Alexander McCall**  
**Smith**

4

**Year 4**  
**The Explorer**  
  
**Katherine Rundell**

5

**Year 5**  
**Rivers**  
  
**Simon Chapman**

6

**Year 6**  
**Mountains**  
  
**Izzi Howell**

**Everyone to Excel through Pride and Ambition**



# BIG READ Summer 1

1

Year 1  
Castles

Maggie Freeman

2

Year 2  
Paddington at the  
Palace

Michael Bond

3

Year 3  
The Normans

Izzi Howell

4

Year 4  
Treason

Berlie Doherty

5

Year 5  
My Friend Walter

Michael Murpurgo

6

Year 6  
My Story: The  
Bloody Towers

Valerie Wilding

Everyone to Excel through Pride and Ambition



# BIG READ Summer 2

1

**Year 1**  
**Pompeii: The Lost City**  
**Fiana Macdonald**

2

**Year 2**  
**The Forest of Fire**  
**Erik Ohlsen**

3

**Year 3**  
**The Big Wave**  
**Pearl S. Black**

4

**Year 4**  
**Zane and the Hurricane**  
**Rodman Philbrick**

5

**Year 5**  
**Quake**  
**Karl Langer Karoski**

6

**Year 6**  
**The Firework Maker's Daughter**  
**Philip Pullman**

**Everyone to Excel through Pride and Ambition**





**The Park Federation**

# **Montem Academy**

**Everyone to Excel through Pride and Ambition**