

READING POLICY

DATE PALM STATEMENT of INTENT

At Date Palm our vision is for the school to ensure our pupils grow like a Date Palm tree – with **strong foundations, lofty branches and produce fresh fruit:**

- ✓ To build **Strong Foundations for Character Development** that:
Instil values; inspire each pupil; display best manners.
- ✓ To have **Lofty Branches of Educational Excellence** that will:
Provide a broad and varied range of experiences and learning opportunities;
help each pupil progress and develop in all aspects; support their skills and talents.
- ✓ To produce **Fresh Fruit that provides services to their Communities** in order to:
Become responsible and confident citizens; make a positive difference;
commit to charitable endeavours; become effective contributors towards Britain’s future.

Reviewed by	Position	Signature
Luthfa Begum	Literacy Coordinator	<i>L. Begum</i>
Sultana Shahid	External Governor	<i>S. Shahid</i>

Reviewed: September 2024
Next review date: September 2026



DATE PALM
PRIMARY

Building foundations for life

The Teaching and Learning of Reading Policy

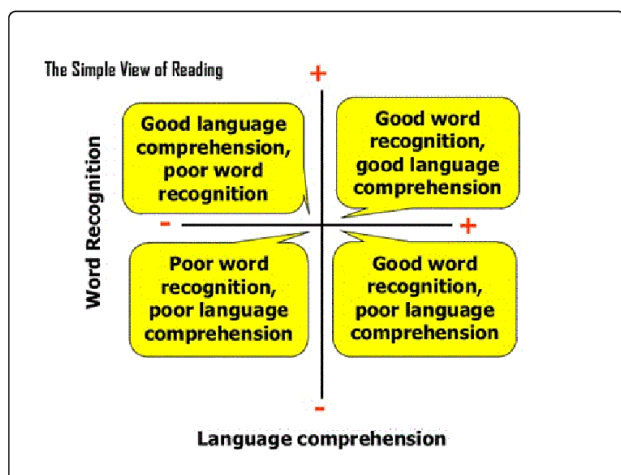
Intent

It is our intent at Date Palm Primary School to encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

To design a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.

Research Link

School adheres to the statutory content of the National Curriculum to ensure all children have access to appropriate age-related knowledge and skills.



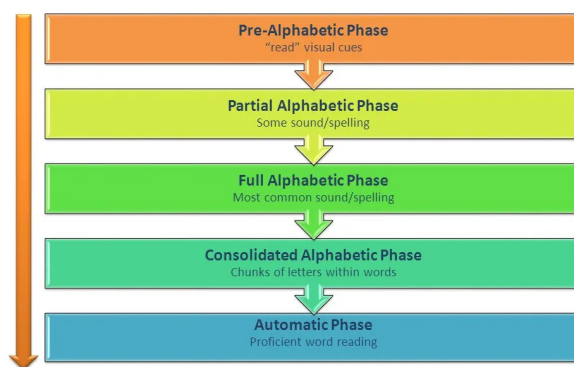
Simple View of Reading - (Hoover & Gough (1990)

The processes of reading have been summarised in the 'simple view of writing', (Hoover & Gough (1990). The model describes two distinct abilities that contribute to reading, this includes word recognition and language comprehension. Both elements need to be supported in order to become competent readers. The separation of these two dimensions are in the teacher's mind, for pedagogical purposes

The summary of this in the Rose Report (2006), suggest that:

- High quality phonic work is the best means for securing word recognition
- High quality phonic work underpins comprehension –the ultimate goal for reading
- Most researchers now agree that phonics instruction *and* print-rich environments are important for reading development (Pressley, 1998)

Ehri's Phases of Word Recognition Development



(Ehri, 1995, cited in Honig et al., 2008)

According to Ehri (2005a) reading and spelling develops in phases, which consist of pre-alphabetic, partial alphabetic, full alphabetic and consolidated alphabetic phase and that connections are formed at different phases in development.

Implementation

Early Reading – Reception and Year 1

Our first approach to reading is through the systematic teaching of phonics to enable children to apply their phonological knowledge on decodable texts. All children in EYFS will begin phonics phase 1 Letters and Sounds and KS1 will be taught phonic skills through Read Write Inc. This will take place through daily, phonics sessions that will last for up to 30 minutes. Teachers will use the **Read Write inc** scheme, to implement phonics and storybooks. RWI was explicitly chose as it links to Ehri's phase theory. The approach to these sessions is interactive, fun, visual, auditory and kinaesthetic. Children are given opportunities to practise their newly acquired knowledge and consolidate this through levelled reading books linked to their phonological knowledge using RWI storybooks. Please refer to phonics document. Please refer to **The systematic approach to phonics at Date Palm Primary** School document.

A shared reading session also takes place on the same day and links with the phonics lesson. Books read during the reading session are closely matched to children's phonological ability and are decodable allowing children to practise and apply phonological knowledge on decodable shared reading texts. Shared reading provides an opportunity for teachers to model reading and for children to read along with the teacher. As the week progresses children move from a scaffolded read to reading with their partner before independently reading, employing the skills taught by their teacher. There are red and green words for each story and this is an opportunity to model decoding skills and focus on tricky parts of words. It also offers the opportunity to discuss word meanings and extend vocabulary.

As well as applying their phonics knowledge, each story will have comprehension questions to assess children's understanding of what they have read. The text remains the same for the week, allowing the children to become familiar with it – building up to understanding the higher order comprehension questions, developing word breaking skills and fluency. As the children become more confident, the books progress in difficulty.

Storytime

In EYFS and KS1 the same book is read a number of times to build familiarity and understanding. Children are encouraged to join in with repetitive phrases and rhymes. In EYFS children are provided with topics that are centered around a book or theme. In which they learn the story and immerse in story activities.

To develop a love of reading, we promote high quality texts during daily Storytime sessions that takes place at the end of the school day for all year groups. Storytime sessions allow children of all attainment levels to be immersed in the same high-quality texts and promote valuable discussions. They provide teachers with the opportunity to model the fluency, pace, intonation and expression key elements of reading with the notion that children will try to emulate this in their own reading

Speech, language and vocabulary

Oral language and vocabulary learning are precursors for later reading development and language difficulties are the predominant causes of problems in learning to read. Language deficit result in poor phonological skills, poor vocabulary skills, syntax, grammar and reduced level of comprehension. Thus, bearing this in mind at Date Palm we believe that in order to develop skills readers and skilled comprehenders children's language and vocabulary needs to be explicitly taught and developed. Whilst implicit vocabulary and language is taught through a language rich environment, talk for writing and guided reading. Language is explicitly taught using the following strategies.

Whole class language

Language and vocabulary in the Early Years is developed through whole class language therapy once a week. This intervention focuses on developing four main areas through small group activities, receptive language, expressive language, vocabulary and phonological awareness.

Talking time

Children receive weekly talking time sessions in the EY to support vocabulary development, encourage skills of inference through Story Talk and developing narrative skills through effective questioning and using picture sequences.

Word Aware

Children in Primary have regular sessions of word aware that is incorporated into their literacy and talk for writing. This structured whole school approach promotes the vocabulary development of all children through engaging in vocabulary through semantic and morphology. This provides children with understanding vocabulary in depth.

Vocabulary of the week

All classes have a vocabulary of the week, which provides the definition, synonym, antonym, and morphology of the word. At Date palm we believe that a word needs to be explicitly taught in various context in order for this to retain the child's lexical.

Literacy book based learning

It is important that children experience reading a whole novel, therefore all children will have the opportunity to study a narrative text as part of their literacy lesson. Teachers will plan lessons using the text to capture children's emotions and promote the critical thinking through discussions and interaction. As part of the literacy plan, teachers incorporate talk for writing, where children orally learn a text and therefore internalise the language and structure. In addition, teachers will demonstrate and model to children how a novel ought to be read.

Shared Reading

In shared reading the teacher models the reading process to the whole class as an expert reader, providing a high level of support. The teacher's role is that of the expert reader who models how the text is read. Teachers and children are encouraged to read aloud as this allows children to access high level texts, enables them to hear how unfamiliar language and sentence structures should sound and is proven to aid comprehension of a text. Shared Reading means that the teacher can better plan activities which allow children to access reading skills. It also allows the teacher to work with the children that need it the most at that time. Differentiation can be achieved in many ways: the difficulty of the text the children are working on; the questions the teacher is asking them; the level of support they are receiving. The outcome of the lesson is often written but not always. Teaching the whole class the same objective removes the problem of independent groups, it allows the teacher to focus on one objective in depth and better prepare children for the expectation of written responses at the end of KS2.

Make reading skills explicit and simple.

Children need to be aware of the reading skills and strategies that they are using in order to give them a greater understanding of what makes a well-rounded reader. Therefore, each reading session will cover learning objectives that focus on:

- Decode (word reading)
- Explain (explaining unfamiliar words and developing vocabulary)
- Retrieve (finding information in the text)



Building foundations for life

- Interpret (inference skills)
- Choice (the choices of the author)

Reading Books

All novels are carefully selected to meet the needs of our Islamic belief, to captivate and promote immersion as well as imagination, and those which will touch their emotional lives. The lists of books chosen are; the railway children, Street child, Flat Stanley, Journey to the River Sea, Cloud busting, poems, etc.

Reading Session Structure:

- **Introducing the text**

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

- **Strategy Check**

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently. We believe that in order for children to become independent readers, it is important that they have explicit knowledge of strategy check so that when reading comprehension collapses children are able to repair reading through strategies.

- **Vocabulary**

During this time the children are introduced to new vocabulary they will come across in the extract and its definition.

- **Reading**

The teacher will read reading passages of the book, to model reading fluency and accuracy. During this time children will work in their small group **reciprocal reading** that allows children to take an active role in predicting, summarising, questioning, and clarifying.

Children will read independently/paired/group while the teacher gives focused attention to support, monitor and assess individuals as they read. This will inform the target tracker.

- **Returning to the Text**

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

- **Follow Up**

May be developed as a separate session during the next Literacy lesson, where children have the opportunity to further examine vocabulary, which is recorded and re-visited as part of the class vocabulary bank.

Example Reading lesson plan:

Term 1.1 – Week 1						
Book title: Diary of a Killer Cat						
LOs/ Strategy checks	Introducing the text (Prediction)	Vocabulary	Reading the text	Returning to the text (Inference)	Follow up activity (summarise)	Differentiation
<p>LO: Predicting what might happen from details stated and implied</p> <p>Strategy check – Looking for clues in the picture and vocabulary in the blurb</p>	<p>Ask chn Look at the front cover, write what you think the story is going to be about, are there any clues in the picture and title? Bring attention to the title of the book, 'The diary of a killer cat'. Discuss the meaning of the meaning of the word diary Now read the blurb, does this give you any more information? What do you think the story is about now</p>	<p>Breadth: Depth: Semantic and morphology activity on.</p>	<p>Model reading the first paragraph with fluency and accuracy. Chn read in pairs chapter 1. Provide chn with whiteboard to write words they do not understand. whilst reading to find out who are the main characters, why is the title called Monday? Remind chn to use their strategy fan when in need. Listening to some chn – focus on accuracy and fluency.</p>	<p>Go over the words chn encountered in their reading. Discuss the following questions with the chn and ask for examples from the text. Why do you think it says 'Monday' as the title for the chapter? 2. Why was Ellie so upset? 3. What do you think Ellie and her Dad are going to do with Tuffy? 4. What do you think will happen next?</p>	<p>Children to design a new cover for the book, featuring the name, author and their own name –</p>	<p>Coloured inlays Graphic organiser Colourful semanti Visual</p>
LOs/ Strategy checks	Introducing the text (Prediction)	Vocabulary	Reading the text	Returning to the text (retrieval)	Follow up activity	Differentiation
<p>LO: Apply their growing knowledge of root words, prefixes, suffixes, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Strategy check: practice rereading to check for meaning.</p>	<p>Recap the story from the previous lesson. Recap the character of Tuffy, i.e. what do we already know? What is his personality like? What does he look like?</p>	<p>Breadth: Depth: Semantic and morphology activity on</p>	<p>Chn to read independently read chapter 2 –Provide chn with whiteboard to write words they do not understand. whilst reading to find out. Remind chn to use their strategy fan when in need. Listening to some chn – focus on accuracy and fluency.</p>	<p>Go over new vocabulary they encountered. Discuss with the chn: 1. Why does he say he uses the garden more than the family? 2. What word tells us that the family is getting tired of having a cat? 3. Find the word 'hisssed' on page 6; what does this say about the dad?</p>	<p>Ask chn to make a list of words that could be used instead, for example: grateful, ruining, squashing, growled, mumbled, said... Chn to break down the word into root words/prefix and suffix. Provide chn with thesaurus for ideas!</p>	<p>Coloured inlays Graphic organiser Colourful semanti Visual</p>

Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors. Children will be encouraged to take home a reading book from the class reading corner or library every week. At Date Palm we believe that children should be able to select their own choice of texts, this is an important part of developing independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences. Children may take up to two books a week of which no more than one will be selected by the Teacher. The Teacher must choose wisely to ensure the child is provided experience of a variety of genre for home reading, including; fiction, non-fiction, comics and plays.

Group Work

At times teachers will use the traditional guided reading structure: teacher working with a group whilst the rest of the class are working independently.

What that 'working' looks like might differ. It could be any of the following:

- Discussion about answers to questions
- Further shared reading (aloud) and more general discussion, possibly focusing on word meanings/phonics and ensuring a general understanding of the text before they then attempt to answer any comprehension questions.
- Working with children on modified activities and/or with modified versions
- Allowing the children to work in pairs or as a group to collaboratively answer the questions without an adult present.

Reading Journals

All children will be encouraged to keep a reading journal of books which they have read and write a short book review each week. This will be returned to the teacher, who marks and gives comments and feedback. Each term, children with the most books read in their journal are awarded with a prize, which consists of a book, toy and chocolate.

Parents are to be encouraged to read at home with their children on a daily basis. 10mins daily shared reading will help build confidence in the younger child. It nurtures a strong desire for learning through the shared experience and role modelling. An enjoyable social reading session between parent and child can form the basis of discussion and dialogue, and help to develop in the child, an understanding of events, and their views and feelings regarding them.

Parental engagement

To develop parental awareness of our approach to reading, we offer a phonics and reading coffee mornings where parents are offered the chance to come into school and learn how reading is taught to their child.

Parents are encouraged to come to school once a week on a Friday morning to listen to their children and peers reading.

Reading Corners

Book corners are a staple of every classroom at Date Palm Primary School. Teachers are expected to organise their book corners at the start of the year and maintain them with the help of the children. Book corners should contain the following: A range of age related texts (with options that will stretch and challenge as well as some texts that can be accessed by lower ability readers). A comfortable space for children to sit and read – this could involve soft seating, cushions, beanbags, rugs etc. Some of the reading corners at Date Palm Primary School:



A Culture of Reading

Developing a culture of reading at Date Palm is fundamental to the progression of the children not only in reading but across all other subjects.

In classrooms teachers will place a high value on books and reading by; ensuring that the classroom has a well-designed and looked after book. Finding daily opportunities for children to read independently. Ensuring that daily reading aloud of aspirational and engaging texts happens at the end of everyday.

The school will provide additional events and activities to widen the scope of reading such as: Regular trips to the idea Store, annual Book Week that celebrates reading and parents reading session.

Class teachers read to the children every day for the last fifteen minutes purely for pleasure purposes. This time is for children to unwind after a long day and teachers to read without

asking comprehension questions or continuous stopping of reading. Class reading books are selected through the pupil survey interest and stories that link to the curriculum.

Parents are encouraged to read to the children at home and at school through our **family reading session** which is held every Friday in the library. During this time parents can read to their own child and other children, enjoying a quiet and relaxed environment.

Special needs and low attainers:

Children who require additional reading support can be identified through analysis of standardised reading tests, phonics assessments, teacher judgements, reading assessment records and levelling according to national curriculum reading tests (SATs and termly reading assessment).

Specific interventions such as **SHINE**, which is targeted reading support based on their termly reading assessment is delivered by teachers once a week as well as homework. Small group reciprocal reading is also put in place to support those children that require additional support. Specific readings targets will be implemented by the class teacher as part of an agreed assess, plan, do and review Plan.

In addition to this, the lowest 20% of readers are regularly encouraged to read to staff members in the school on a weekly basis.

Differentiation:

Children will be provided with a modified activity **but one which still helps them to achieve the same objective as the rest of the class.**

Provide children with an extra glossary or vocabulary list with meanings - this should be specific to the excerpt and pre-prepared by the teacher.

- Provide scaffolded structures for answers, for example: *I know that the character is _____ because in the text it says _____.*
- If the focus of the lesson is inference, create an activity that helps to scaffold children's inferences. This can be done by guiding children to consider vocabulary and information that can be retrieved before making inferences.

In addition to having a modified activity they might also have a modified text - it could be a shorter excerpt of what has been read as a whole class, or it could be a modified version made easier in some way to help them achieve the whole class objective. Any of above modified activities could be used in conjunction with a modified text.

Phonics and banded books

Children have phonetic books to read to apply their phonics knowledge and skills to reading. At Date Palm we currently use Read Write inc storybooks. Children take home weekly – a decodable phonics reading book and a non-decodable reading book.

- Children have access to these books when in Reception, Year1, and children in Year 2 who have not passed phonics screening, and children in KS2 who did not pass phonics screening.
- Children take home a free choice library book weekly.

Children that are confident and fluent readers can take a book of their choice that is appropriate to their age. All children are given a reading record book that needs to be signed by parents and a short summary of the book, to ensure that children are reading the book and parents have listened to them read.

Impact

Children will make at least good progress in Reading, from their last point of statutory assessment or from their starting point. Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.

Impact of progression will be monitored through formative and summative assessments.

- Year 1-6 children will be given summative reading assessments each term (MARK).
- Year 2 children are assessed using the SATs reading test.
- Year 6 children are assessed using the SATS reading test.

Each term teachers will complete a simple reading assessment record which is to be used to inform individual and class reading targets for the following term.

Monitoring

The literacy coordinator will monitor the impact of reading through:

- Observations of reading sessions
- book scrutiny
- learning walks
- staff training

Literature at Date Palm Primary School

In order to safeguard pupils from any kind of harm, all our books are vetted to ensure that it follows Date Palm School ethos, Fundamental British Values, the independent school standards, and the Equalities Act 2010. Our vetting system ensures that no literature is allowed on the school premises that promotes or justifies any of the following:

- Sectarianism
- Misogyny
- Discrimination
- FGM or honour-based violence/ abuse
- Anti- Semitism
- Anti- Western/ Anti- Democratic ideologies
- Homophobia
- Support for any extreme/controversial groups
- Hatred/capital punishment for who may have left their faith.
- Word by any authors who have been banned from the UK for extremism/terrorism concerns.

Pupils and parents are prohibited from bringing materials such as religious books, pamphlets, and DVD's, if found these items will be confiscated and removed immediately by the senior leadership team and parents informed. However, we understand that it is important to teach a broad curriculum and promote Fundamental British Values which does not undermine religious values. Therefore, pupil will receive adequate literature and teaching resources on personal, social, health and economic education (PHSE) and any materials used to support such teachings will be in-line with education regulations and equalities legislation.

How books will be vetted:

All books, literature and resources are vetted termly by the senior management team and teachers. Newly purchased books and resources are researched prior to ensure author eligibility and content.



DATE PALM
PRIMARY

Building foundations for life