

# Reading (KS1)



## **Intent**

At Harbinger, we value reading as a key life skill. That is why, as part of our commitment towards enabling children to become successful learners, confident individuals and responsible citizens, we are dedicated towards ensuring our pupils become competent readers by the time they leave primary school. We believe that by creating a reading for pleasure culture at Harbinger, we will engender a love of reading which will endure beyond their time at primary school.

### **Our pupils will:**

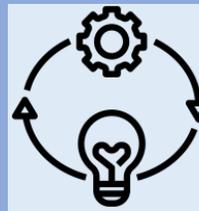
Follow the Tower Hamlets agreed systematic synthetic phonics program based on Letters and Sounds (See Phonics curriculum statement).

Be exposed to new and high-level words and their definitions

- Read and listen to a variety of rich and engaging texts
- Use talk and discussion in order to elaborate and explain their ideas in response to what they have read
- Develop the habit of reading widely and often, both for pleasure and information

### **So that they...**

- Can read fluently and with good understanding
- Broaden their vocabulary
- Become exposed to a wide range of themes, topics and knowledge
- Become actively engaged in what they are reading
- Develop a life-long love of reading



## **Implementation**

### **Reading for Pleasure Culture**

The teaching of reading across the school is supported by a culture of reading for pleasure.

Teachers and other classroom adults model a love of reading by openly discussing their personal reading preferences with the children, modelling good reading practices during all reading times and openly taking an active interest in the reading preferences of the children in the class. Teachers work to enhance their knowledge of current children's literature so that they can talk about texts with pupils, make tailored reader to reader recommendations and foster reading for pleasure and reading development. Teachers make use of the Tower Hamlets Schools library service to request up to date books and books relating to half-termly topics.

Regular story times are used to develop a class reading culture. During story times, teachers talk enthusiastically about books.

Children are provided with opportunities to read books of their choosing during free reading times, in the library or using the class book corner. Each class visits the library at least weekly. Reading environments are relaxed and a wide range of books are made accessible for the children to explore. During free reading times, children are encouraged to read socially with their peers as well as independently. Having the opportunity to talk about books is a crucial part of reading at Harbinger. Pupils are encouraged to make recommendations to each other and to be reflective about the books they have read in order to help them to develop their own reading preferences.

### **Daily Supporting Reading (DSR)**

The teaching of reading across KS1 is supported by the Daily Supported Reading scheme. DSR affords all children with the opportunity to read daily independently and in a small group with an adult. The texts are levelled so that all children can access a text that is appropriate to them.

DSR sessions typically include:

- An introduction to the story
- An opportunity to hear the story read

At Harbinger, in Key Stage 1, we use Daily Supported Reading (DSR) alongside our phonics programme to provide children with the opportunity to use their phonic knowledge to sound out words, while also giving the children a bank of other reading strategies.

DSR is a programme that provides children with the opportunity to read daily in small focus groups of no more than 6 children to one adult. The small group focus enables children to share their accomplishments and receive constant support and feedback throughout the session.

Children are introduced to a text every 2 days and are able to listen to it being told, read the story independently to an adult, construct sentences from the book and explore the text through questions and retelling. In small groups, reading at the right level for them, children rapidly develop their comprehension of the text they are reading. Children are constantly assessed and moved on quickly through this scheme. In Key Stage 2 they are then moved into a new programme called Destination Reader.



## Impact Assessment

To measure the impact of our reading curriculum, children's reading is assessed termly. Children's reading is assessed continually. At the end of each term, a formal judgement is made as to whether a child is working above, at, towards or significantly below age related expectations.

In order to assess a child's reading, teachers consider:

- Informal observations made when teachers listen to children read
- Written responses to reading which are recorded in the children's books
- Match against national curriculum statements relevant to the child's year group (see Reading Assessment grids for more information)
- Results of formal assessments such as the KS1 SATs
- The DSR level, or "book band", of the books which the child is reading (see the table below)

## Book Bands

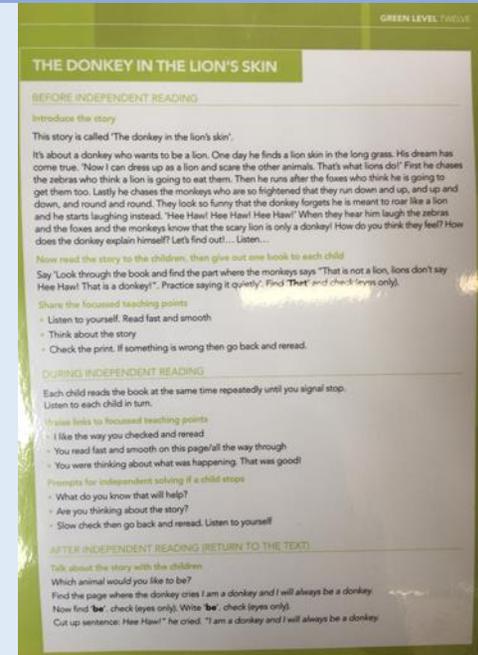
The table below shows the coloured book band which children are expected to be reading at the end of each term.

	Beginning of the year	End of Autumn term	End of Spring term	End of Summer term
Year 1	Red	Yellow / Blue	Green / Orange	Turquoise
Year 2	Turquoise	Purple	Gold	White

Although formative reading assessments are carried out termly, teachers may move children onto the next book band part way through a term if they feel the child has demonstrated sufficient progress and is ready to move on to more challenging books.

- Clarity around what reading skills we are learning or using
- An independent read
- Feedback from the adult
- Discussion of the text and/or comprehension activity
- Sentence construction from the text

Weekly meetings are held between the team and the DSR lead to discuss children's progress, issues arising and move children between groups if necessary.



## Home Reading

All children are given a reading diary to record their home reading. Reading diaries are checked weekly by a teacher or teaching assistant, and it is expected that children read and record in their reading diaries 3-5 times a week. The KS1 expectation is that parents listen to children read and write a comment about the child's reading in the diary. Books are taken and changed 3 times a week. Books taken from the classroom are book banded and include phonically decodable books.

All children are given the opportunity to change their library book weekly and may take home books from the class book corner. In order to foster a love of reading, children are generally given free choice as to which library book they take home, though teachers may offer gentle guidance or suggestions to ensure children are taking home books which are engaging and provide a suitable level of challenge.

Children also have access to e-books via Bug Club. Children are assigned books according to their book band. These books include comprehension questions which may be monitored by the teacher.