

St Scholastica's KS2 Reading Policy

Principles

At St Scholastica's we use Destination Reader as our approach to the teaching of reading comprehension in KS2. Destination Reader has the twin aims of promoting reading for pleasure and reading for purpose, whilst delivering the National Curriculum in a rigorous and systematic way. The programme was developed by a working party of Hackney primary schools, including our own. As a result the programme draws on the extensive experience of the practitioners who developed it, as well as a range of research on: collaborative learning, reciprocal reading (Palincsar & Brown), reciprocal teaching (Lori Oczkus), reading pedagogy (Stanovitch, Johnson, Scarborough et al) and inference (T. Whatmuff).

The principles that underpin Destination Reader are:

- Create quality experience
- Promote enjoyment
- Increase reading mileage
- Build firm foundations
- Develop thinking and understanding
- Make talk central
- Track progress
- Grow expertise

Learning Behaviours

Destination Reader blends a range of learning behaviours and reading strategies which allow children to explore and understand texts independently, at a deeper level. Talk and cooperative learning are central to our approach to reading and as such sessions have a learning behaviour focus, selected from the following:

- 1) Support and actively listen
- 2) Discuss and explain their ideas
- 3) Take responsibility for their own/their group's learning

Reading Strategies

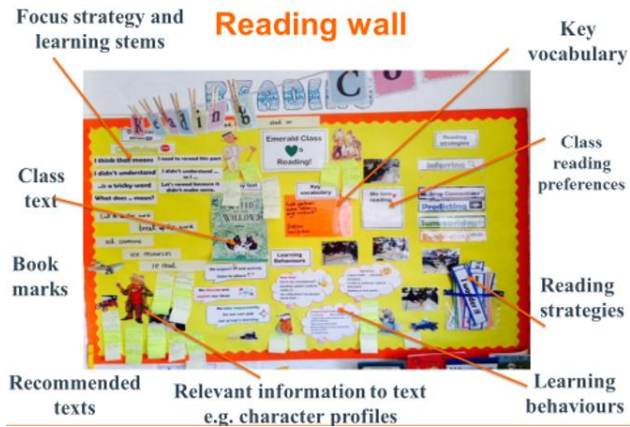
In addition to the learning behaviour focus, sessions also focus on a reading strategy. These include:

Clarifying	Predicting	Asking questions	Evaluating
Summarising	Inferring	Making connections	Retrieval – as a thread throughout

By concentrating on individual reading strategies, teachers are able to support and challenge children's use of these skills, thereby raising the quality of their oral and written responses. The children's responses are also supported through the use of language stems relating to each strategy. The most relevant and age-appropriate stems are selected from a bank by our teachers when planning. The stems in use each week are displayed on the Reading Wall and the children have access to them in the form of bookmarks on tables

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during independent/partner reading. In order to further support clarifying, a clarifying toolkit compiled with the children is also displayed.



The progression within individual reading strategies/skills is outlined in the National Curriculum. As the children progress through KS2 and become more mature readers, they also combine the reading strategies.

The table below outlines the progression from individual reading strategies to combining:

Year 2: Light touch introduction to the reading strategies (as Destination Reader is designed for children reading at least White/Lime)

Year 3: An individual strategy is taught each week, however opportunities are used to reinforce other strategies

Year 4: An individual strategy is taught each week, moving to combining complementary strategies when the children are ready

Year 5: Strategies revised and then combined throughout the year

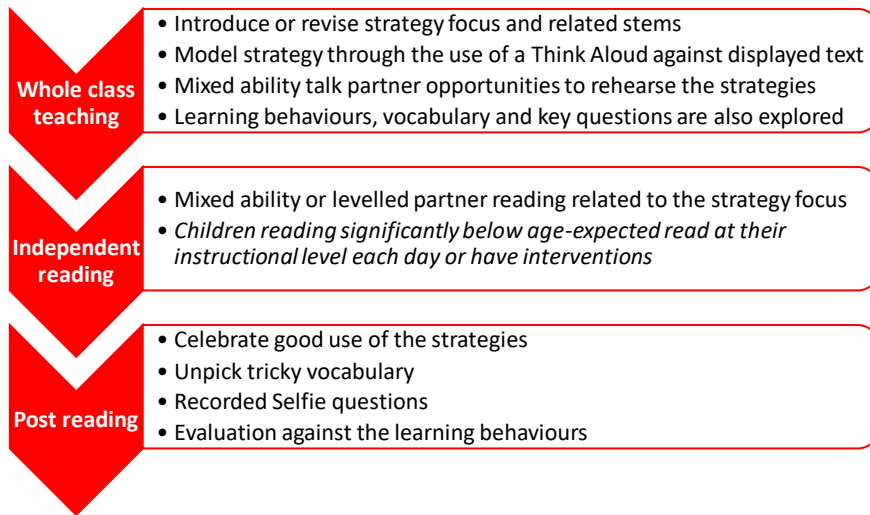
Year 6: Strategies are combined throughout the year and linked to question types

Wherever possible, reading is cross-curricular, providing children with opportunities to apply the strategies and language stems through purposeful reading.

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Lesson & Weekly Structure

Our Destination Reader sessions happen daily for 45-60 minutes and follow the structure below:



Each week our children have the opportunity to read on a mixed ability basis to build confidence, develop their use of the reading strategies, gain exposure to challenging texts and develop cooperative learning behaviours. Mixed ability partners are changed regularly. The children also have the opportunity each week to read at their instructional level in order to build fluency. Each Friday they answer questions in a written format against seen or unseen texts.

Commented [JJPI]: Fortnightly or at least half termly?

The structure of the week in **Years 3-5**, with recording expectations, is as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
Strategy lesson	Strategy lesson	Strategy lesson	Strategy lesson	Big Picture lesson
Mixed ability reading	Mixed ability reading	Levelled reading	Levelled reading	Recorded answers to BP questions*
Recorded answers to Selfie questions in plenary*	Recorded answers to Selfie questions in plenary*	Oral plenary	Oral plenary	Unpicking answers in plenary

*Work is recorded in the Reading Albums and marked as per our school's marking policy

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In **Year 6** the weekly structure is adapted to provide more opportunities for answering questions in a written format:

Monday	Tuesday	Wednesday	Thursday	Friday
Strategy revision as needed	Combining/text/question driven	Seen Big Picture lesson	Combining/text/question driven	Unseen Big Picture lesson
Mixed ability stamina reading	Mixed ability reading	Independent recording of answers to BP questions*	Mixed ability reading	Independent recording of answers to BP questions*
Discussion questions in plenary	Recorded answers to Selfie questions in plenary*	Unpicking answers in plenary	Recorded answers to Selfie questions in plenary*	Unpicking answers in plenary
The children read levelled texts each afternoon to build fluency and stamina.				

**Work is recorded in the Reading Albums or children's folders and marked as per our school's marking policy*

Planning

Each half term teachers produce a medium term plan outlining which strategy will be taught each week and what text/genre is being used. Wherever possible, links to topic or writing are also detailed within this medium term plan.

Each half term children are exposed to a mixture of fiction, non-fiction and poetry. Texts are selected from the Destination Reader year group book lists or the DR ART banded book list. Fiction texts are used for, on average, 1-2 weeks in Destination Reader. Longer chapter books might also be explored in Literacy and read to the class at the end of the day. Non-fiction texts and poetry are typically used for 1 week at a time. This ensures that across each half term, children are exposed to a range of text types, allowing for breadth of reading and application of the reading strategies.

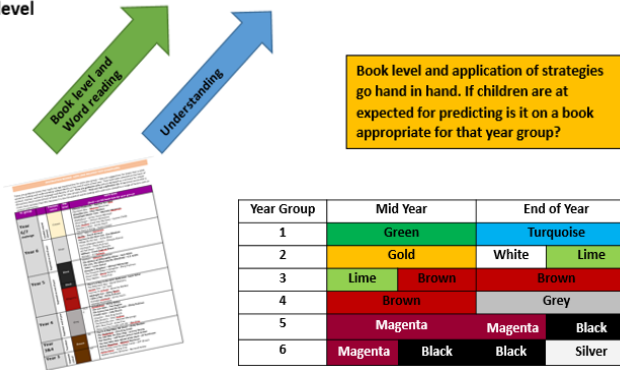
Weekly planning is in flipchart form and follows the set Destination Reader structure.

Assessment

As outlined in **Reading Strategies** above, progression within the individual reading strategies/skills is set out within the National Curriculum. In addition to this, as children move through KS2 they progress from using the strategies individually to combining them. However, assessment of reading is two-fold and involves both book level and children's use of the strategies to understand the texts they read.

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Assessment of reading is two-fold – children's progression is linked to book level



At St Scholastica's we therefore assess and track book level, as well as comprehension. The ways in which we assess children's reading, the recorded evidence of this and the expectations of frequency are outlined below:

Assessing Book Level		
Form of assessment	Evidence	Frequency
1:1 reading	Individual tracker – book band checked and observational comments	Each child is heard read each week, with home reading books changed
Renaissance Reader/PM Benchmarking	Reading age/level breakdown for the class	Half termly
<i>Each half term teachers use the above information to update their class book band tracker.</i>		

Commented [JJP2]: This might have to be fortnightly? With home reading books changed weekly?

Assessing Comprehension		
Form of assessment	Evidence	Frequency
Selfie Questions	Children's answers recorded in their Reading Albums	x2 sets of Selfie questions recorded per week
Big Picture Questions	Children's answers recorded in their Reading Albums	x1 set of BP questions recorded per week
Summative assessments	Test papers	Half termly
<i>Teachers use the evidence regarding book level and comprehension, as well as their in class assessments and knowledge of the children, to decide each term if children are on track for end of year expectations.</i>		

Each term teachers conference with the children (using the Portrait) to help them reflect on their learning and set targets for the term ahead. The Reading Albums contain other contextual information about the children's reading such as their understanding of what makes a good reader and their reading preferences.