

Temple Meadow Primary School



Temple Meadow
Primary School

Growing together, learning together

Reading for life and home reading Teaching and Learning Policy

Safeguarding Policy Statement

This policy is part of the wider umbrella of Keeping Children Safe in Education - and Temple Meadow's Safeguarding and Child Protection Policy.

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Intent for Reading for life

Vision and intent

Our aim at Temple Meadow is to make teaching and learning as enjoyable as we can. To that end, we adopt an Irresistible Learning approach to our curriculum – packaging learning in a way that allows us to create memorable and adaptable learning experiences which include all National Curriculum requirements. At Temple Meadow, reading sits at the heart of our curriculum and our aim is to ensure that every child becomes a confident and successful learner. We believe that all pupils deserve a rich curriculum which encourages extensive reading of whole books and other types of texts. We believe that active encouragement of reading for life is a core part of every pupil's educational entitlement, whatever their background or attainment because extensive reading and exposure to a broad range of texts contribute widely to each pupil's educational achievement in addition to providing a lifetime of enjoyment. We aim to promote the concept of reading for life and we ensure that we include a range of 'real books' within the Curriculum for English as well as the opportunity for sustained reading from a range of other self-chosen fiction and non-fiction texts from our school library. At Temple Meadow, we believe in both the importance of developing children's discrete word-reading skills and comprehension, and the need to engender their love of books and reading. We recognise that these two elements are intertwined: each relies on the other if children are to become life-long readers.

Note: we have a distinctive Temple Meadow learning culture that includes Irresistible Learning, Collaborative Learning etc See T&L Policy Learning Culture Policy for more details.

Cultural capital considerations for reading for life

Given our context linked to high levels of deprivation, we are aware of the high need to support development of Temple Meadow pupils' cultural capital. This is key to their future success in their next stage of education and in future life. We plan to ensure that the experiences we provide through our reading curriculum and by connecting learning across subjects, gives them confidence and the capacity to succeed in the future and to support a long-term aspiration of all UK pupils achieving in society. With so much competition for children's time and attention it is vital that we embed a culture of reading into the core of what we do as a school, helping every child to become a lifelong reader.

For many of our children, reading is not valued at home and lots of our children do not have books to read so Temple Meadow is the key place where they come into contact with books and it is our job to share our passion and love of reading.

Implementation of reading for life

***Note:** we have a distinctive Temple Meadow learning culture that includes Irresistible Learning, Collaborative Learning etc See T&L Policy Learning Culture Policy for more details.*

Access to a wide range of texts/books

The school undertakes and implements plans to ensure there is a wide range of texts within each classroom. Texts include:

- Age-related fiction and non-fiction
- Magazines, newspapers, comics
- Internet based texts, accessed via tablets and PCs
- Audio books
- Children’s own work (within books and displays)

Teacher’s role

Regular time spent reading aloud by the teacher

Teachers at Temple Meadow regularly read to children. Children can benefit tremendously from being read to aloud. Studies, [and recent Ofsted research](#), show that children who are read aloud to are more likely to do better in school both academically and socially.

Effective reading aloud time is all about creating a positive reading experience to engage the students, so teachers model their enthusiasm for books and reading them. Teachers do not just read to the class but interact with them: ask questions about what has been read or the pictures they have been shown. This helps improve students’ comprehension of the text. When choosing books to read aloud, a balance is struck between following the students’ preferences and inviting them to try new types of books to expand their horizons and spark new interests.

Actively encourage a love of reading; promote reading of a wide range of books

Through discussing books of personal interest, regularly referencing books and promoting different kinds of books, teachers foster a love of reading that is passed onto the children. Teachers also encourage children to read widely by promoting reading and by using class rewards to stimulate this love of reading.

Book corners

Intent:

At Temple Meadow we want our children to foster a love for books and to develop a positive attitude about reading. When we open a book, we transport our imaginations to a world purely based on the imaginations of the author. Our aim is that our Early Years and Key Stage one book corners will let the imagination of our pupils be transported the same way.

Implementation:

Engaging and creative:

- Staff transform an area in the classroom into a place that would not only catch the children’s attention but spark their interest and enthusiasm and captivate their imaginations.
- Staff come up with a hook to guarantee a buy-in from the pupils.

Each term, our head boys and girls choose a winner from each year group with the most engaging book corner. Pupils from the winning class get to choose a magazine subscription for their book corner.

Mystery and intrigue:

- Staff think of ways to create mystery and suspense in engaging children to read, for example: Blind date with a book; wrapping books in brown paper and adding key words/clues to entice readers in.



Organisation and resources:

- Teachers organise their book corners and maintain them with the help of the pupils.
- Book corners have a range of age-related texts (options that will stretch and challenge as well as some texts that can be accessed by lower readers.)
- They are a comfortable space for children to sit and read (soft seating, bean bags, cushions.)
- There is a system for organisation for texts that is appropriate and accessible for the children to use.
- Books are accessible, for example low shelves, baskets.
- It is a cosy area, such as a corner or nook for the children to read in.

Interaction and discussion:

- A set of key questions are displayed so that children can think about them when they are reading independently.
- Children's work is displayed, for example: book reviews, their own versions of a story, photos of the children and staff reading.

Mystery reader

Every week Nursery and Reception invite a mystery reader into school to come and read them a story. This is celebrated in their Early Years Mystery Reader floor book which is displayed in the book corner.

Time tabling

Reading for life slots are built into each class timetable [approximately three times per week for between ten and twenty minutes](#). This time allows dedicated time for reading for pleasure. Children and teachers can choose an interactive background for this e.g. crackling fire in the background. Reading for life sessions involve:

- Children reading aloud
- Teachers reading aloud
- Silent reading
- Peer reading
- [Listening to audio books](#)
- Writing books reviews/book recommendations

Guidance for staff when reading aloud to children

- [Model prosody](#) – Try to make sure each character talks differently – this makes the story come to life for the listeners. You could try making them talk higher or deeper, faster or slower, or even in different

accents. If you have trouble thinking up voices, ask your audience to give you ideas for how a certain character might talk – they could even read one character’s lines for you...

- Get with the programme – Make sure you have a regular slot in which to read every day. This makes sure you do not forget about it and stops everyone forgetting the plot!
- Go for a journey – With a regular reading time every day, the option exists to choose a longer chapter book. It will be more of an experience for you and your listeners and helps build their memory and understanding.
- Keep them guessing – Ask questions every so often to find out what everyone thinks might happen next. This can help to build the suspense and make it more interesting for your listeners.
- Make sure they are still with you – Recap what has happened every few pages to make sure your listeners know what is going on (especially important if they are younger).
- Always leave them wanting more – Stop reading at an exciting point in the story – maybe at the end of a chapter or even in the middle of a sentence! TV dramas use cliff-hangers like this to make sure their audience comes back tomorrow to find out what happened – yours will too.

Location of resources

Everything to do with reading for life is on the Sdrive, Curriculum Design in the Reading for Life folder.

The reading for life Teaching and Learning Policy is on S drive Policies & Prospectus / T&L Policy/ Phonics T&L Policy.

School library

Key Stage two children, and those who are free readers in Key Stage one access the School Library to stimulate and support their reading of a wide range of texts from fiction to interest / topic-related non-fiction.



School Librarians

During Autumn 1 each year, Year 6 pupils are asked to write a letter of application to apply for the job role of School Librarian. The Reading Lead will then choose four pupils and will hold a meeting to discuss their job role and expectations. These children are given a Librarian badge.

Home reading

Reading is one of life’s most essential skills. At Temple Meadow Primary School, we hope that all children will develop a love of books, enthusiasm for promoting their reading skills and grow to be confident, competent readers. As a parent or carer, you play a vital role in supporting your child’s reading development, our partnership between home and school is essential for success with this life skill.

How Reading is taught at Temple Meadow

Our pupils reading experience is much more than the reading book which comes home from school. Reading is happening all the time in our classrooms and across school. It is taught in English lessons, but children are practising and using their 'reading' constantly across all subjects too.

Home reading at Temple Meadow

Nursery

Children learn to read in different ways and at different ages. The first part of a child's journey towards being a successful reader starts when a child is a baby and is listening to stories and rhymes. This encourages a love of language and stories and develops a child's vocabulary and understanding of language as they start to become familiar with what words mean and what they look like. In Nursery, children will bring home a library book of their own choice to share with their adults at home. These are changed weekly. [Although they are not decodable to pupils at this age, they can explore and make up their own stories to the pictures in the book as well as listen to an adult read the story to them. Both of these are](#) very important to their reading development. Early exposure to books allow children to learn how stories work, including the order and direction in which they read. Children will enjoy talking about the story and discussing what is happening in the pictures. The first step in reading is to use visual prompts to help read the words. The pictures provide lots of opportunities for experimenting with environmental sounds, an important first step in the teaching of phonics. Most Nursery children are already reading before they start school; they will be able to read the supermarket sign above the shops they visit frequently, e.g. McDonalds, Lego and Disney will be easily identifiable to them too.

Each week, pupils will read in small groups with an adult. During these sessions, pupils will listen to a story being read to them and will engage in discussion around the text and images to develop and support their understanding.

[When any books are changed, these are logged on our Junior Librarian system and staff complete a class tracker whereby books loans are tracked.](#)

Reception and Year 1

The children in Reception and Year 1 are exposed to a 'print-rich' environment of signs, labels, books, key words, display and role play that all give opportunities for reading. There are also book areas where children can enjoy sharing books, listening to stories and reading. Children are taught daily Phonics through Little Wandle. From children's half termly Phonic assessments, pupils scores get inputted onto our Little Wandle data base and then book maps are produced to inform staff what book stages the children will need.

[Children received a daily 30 minute Little Wandle Reading session using books that are matched to their phonic ability. The same book is used for all 5 sessions within a week. At the end of the week, the children take home this familiar book, so that they can continue to develop their fluency with a familiar text. These books are returned the following week, whereby a new book is issued.](#)

Children also take home a library book, chosen by themselves from the class book corner each week. [All books \(Phonics and library books\) are scanned in and out of our Junior Librarian system. The year group staff record when books are changed on their class tracker.](#)

The Hub

The children in The Hub are exposed to a 'print-rich' environment of signs, labels, books, key words, display and role play that all give opportunities for reading. There are also book areas where children can enjoy sharing books, listening to stories and reading. Children are taught daily Phonics. Children take home an individual Big Cat reading book matched to the Phonic Phase they are secure in order to match the child's individual reading ability. Children read with adults weekly to allow staff to monitor children's independent reading skills and the suitability of the book or readiness to move forwards. [All books are scanned in and out on our Junior Librarian system and book changes tracked on their Hub class tracking grid.](#)

Year 2

Children who have passed the Phonic screening assessment in Year 1 carry out a reading Nelson assessment to determine what reading age band they are on. This is recorded on the reading data tracker and recorded on their sticky label on their individual divider. Children take home a Big Cat reading book matched to their reading age each week. Children who have not yet passed the Phonic screening check receive daily Phonics sessions through Little Wandle. From children's half termly Phonic assessments, pupils scores get inputted onto our Little Wandle data base and then book maps are produced to inform staff what book stages the children will need.

[Children below age related expectations](#) are heard read once a week by the teacher/LSP to allow staff to monitor children's independent reading skills, suitability of the book or readiness to move forwards.

Children will change their reading and their library book (chosen by the child from the class reading corner) once a week. [All books are scanned in and out on our Junior Librarian system and book changes tracked on their class tracking grid.](#)

Years 3,4,5 and 6

Termly, the children complete a reading benchmark assessment which assesses instructional and independent reading levels using unseen and meaningful texts. These reading levels are matched up to the appropriate reading band using our Big Cat reading scheme. Reading assessments are also completed for in year joiners of when a staff member identifies that a book band has become too easy for a child. [Children who have a reading age above 10 years become free readers. This means that they get to choose a book of their own choice from the library, rather than accessing the Big Cat banded books.](#)

Children who have not yet passed the Phonic Screening are taught daily Phonics through Little Wandle. From children's half termly Phonic assessments, pupils scores are inputted onto our Little Wandle data base and then book maps are produced to inform staff what book stages the children will need. Children take home an individual Big Cat reading book matched to the Phonic Phase they are secure in order to match the child's individual reading ability.

Children will change their reading and their library book (chosen by the child from the class reading corner) once a week. [All books are scanned in and out on our Junior Librarian system and book changes tracked on their class tracking grid.](#)

[Children below age related expectations](#) are heard read once a week by the teacher/LSP to allow staff to monitor children's independent reading skills, suitability of the book or readiness to move forwards.

Lost reading books

If a pupil does not bring their reading/library book after two weeks they are issued with a lost book letter and a reminder is sent home to return the book and requesting a £5.00 fee to cover the cost of the book. The pupil is issued with a new reading book regardless (as it is so important children continue to read). The teacher notifies the office who set up the fee on parent pay for parents to pay. If the pupil misplaces two separate reading books then they are required to keep their reading book in school and do not take it home. If parents/carers do find the lost book, they take it to the school office who can remove the charge from parent pay.

Enrichment

To build Cultural Capital to support lifelong success as learners and citizens the curriculum at Temple Meadow must be experiential, hands on and imaginative. We value enrichment to support our values.

Every year our Reception children walk to our local library and learn about what a library is and how to borrow books.

Outdoor learning

Where possible learning can be taken outside. We have a story telling chair which can be used to engage children. Children can retell stories on the chairs and the use the space to role-play stories.



Leadership of reading for life

At Temple Meadow Reading for Life is led by Rebecca Dale (English Lead).

Roles and responsibilities of subject leader

Fundamentally, the expectation is that reading as a subject is delivered efficiently, creatively and effectively and that as a school we meet all expectations regarding National Curriculum.

The aim is to build a reading curriculum that sustains year on year; that pupil acquisition of knowledge and skills improves over time and pupils develop their Long-Term Memory. Retrieval of knowledge and application of knowledge and skills benefits pupils as they move onto the next stages of education and employment.

Action plan and leadership log

Action Plan

Subject leads have a live action plan which ensures there is a strategic overview of the subject and that it is clear what elements of the subject are sustaining, developing or being implemented. Action plans capture routine tasks and plan for innovation and development.

The SDP (School Development Plan) has an overview of what the subject action plan is attempting to achieve along with expected costs to support strategic planning and priorities whole school.

Reporting to governors

Reading for Life is captured within the English e-portfolio which is created on Microsoft Sway and shared with Governors termly.

Wellbeing

Subject leaders can bid for release time to develop their subject. Bid slots always need to be clear aspects of Action Plan that you aim to tackle. All subject leaders can ask the Headteacher for support with developing their subject and for support with any leadership aspect that might be needed.

At Temple Meadow we aim for subjects to sustain and improve over time; therefore we believe this will be supportive of well-being over time.

Policies and web site

All subject leaders need to ensure:

- That their curriculum Teaching & Learning Policy is a fully live and a go to document regarding leading their subject and supporting teaching and learning in their subject.
- Web site content linked to their subject is accurate.

Induction

Subject leaders are responsible for inducting staff new to Temple Meadow and staff moving year groups. Induction should be proactive, planning to meet needs rather than addressing unmet needs. In other words, proactive induction should support positive monitoring rather than monitoring highlighting lack of induction.

Important that attention is given to staff delivering cover, for example HLTAs.

CPD

Subject leaders deliver CPD via staff meetings, inset day content and by drop-in sessions as required by the teaching team. All CPD materials are located within the subject folder on S drive.