



# Greenside Primary School

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A great school in a great community  
achieving great outcomes for children

## **Reading Policy**

**Reviewed by Governors: April 2018**

## Reading Policy for Greenside Primary School and Children's Centre.

### Principles and Objectives

Our vision is for all learners at Greenside Primary School to become enthusiastic lifelong readers as a result of the systematic teaching of synthetic phonics, the discussion and exploration surrounding language they are decoding and the pleasure of sharing a variety of quality texts throughout their primary education.

The principle objectives for the teaching and learning of reading are to enable all children to access a range of different texts at an age appropriate level; that they can read for meaning and are encouraged to develop a love of books from a young age. In order for this to happen it is essential that we ensure:

- Equal access to the teaching and learning of phonics for all children working at a level of at or below the RWI Grey level across the three stages of the school.
- Rigorous tracking, monitoring, and assessment at all stages of the learning journey in reading.
- Environments are created across the school where children are encouraged to read for pleasure.
- Appropriate resources made available for reading both in school and at home.

### Aims

- To ensure that a consistent "whole school" approach is applied to the teaching of reading.
- To provide secure, stimulating and enriching environments, where there is equal access to phonic knowledge and understanding, reading for meaning, and reading for enjoyment.
- To respect the language and experience of the individual and endeavour to meet their needs, regardless of race, gender class, or ability.
- To use regular formal and informal assessment to inform learning opportunities, group children according to their learning needs and to ensure children understand of what they are reading.

## Reading in the Foundation Stage

### Foundation Stage

- Using the principles of the Read Write Inc. Phonics programme, children are taught synthetic phonics in FS2 and use these to read texts at an appropriate level during a designated, daily 'English' session.

- All children read a text with a teacher or teaching assistant at least once a week on a 1-1 basis. Records of these reading sessions will be made on the children's individual reading record and in the home/school reading diary if available.
- Children are given the opportunity to experience reading for pleasure during a quiet reading time during the day.
- There is a stimulating and inviting reading area where children have access to quality texts throughout the day.
- Children are provided with two reading scheme books each week that they can take home and share with their parents/carers. Parents/carers are invited to comment and sign in a home/school reading diary when they have shared these texts.
- Children are read to by the teacher at least once during the school day. The teacher reads a quality text selected from the reading area which children can enjoy and experience being read to.
- Opportunities for the children to visit the school library are provided when possible, for children in FS2, with each class having a designated library time slot. Children are able to borrow books from the library and take them home to share with their parents/carers. Records of this are kept on the individual child's computer account.

### Reading in Phase 1 (years 1, 2 and 3)

- Using the principles of the Read Write Inc Phonics programme, children are taught synthetic phonics and use these to read texts at an appropriate level during a designated, daily 'English' session. When the children reach above Grey level and move off the RWI phonics programme, they are moved into a 'basic skills' six week writing catch up programme before returning to daily English lessons.
- Children are given the opportunity to experience reading for pleasure during a quiet reading time during the day.
- There is a stimulating and inviting reading area which children have access to quality texts whenever they want to access them.
- Children are provided with two reading scheme books each week that they can take home and share with their parents/carers. Parents/carers are invited to comment and sign in a home/school reading diary when they have shared these texts. If parents/carers have not commented or signed that their child has read their home reading scheme books, the teacher will arrange for that child to be read with as soon as possible and are issued with new reading books immediately.
- Children are read to by the teacher at least once during the school day. The teacher reads a quality text which may be linked to the RWI text if shared in the English session (see appendix)

or a text chosen for other reasons (ie: a novel linked to the class topic). The class text is displayed and celebrated in the classroom as well as on a display in the school corridor.

- Children are given a variety of carefully planned opportunities to apply their reading skills in other areas of the curriculum.
- Opportunities for the children to visit the school library are provided when possible with each class having a designated library time slot. Children are able to borrow books from the library and take them home to share with their parents/carers. Records of this are kept on the individual child's computer account.
- Additional reading interventions are organised for children falling behind or not getting the required reading opportunities needed at home. The types of interventions include: 1-1 RWI intervention with a TA; The Better Reading Partnership intervention with a TA; additional 1-1 reading sessions during class or break/dinner times with a TA, additional adult (lunchtime supervisor) or teacher. These interventions are tracked and monitored.
- Children are assessed in their reading ability in three different ways in Phase 1.
  - In Years 1 and 2, the children are assessed every term using the Assertive Mentoring Reading Assessment system. The children are given a reading test appropriate to their reading and comprehension abilities from one of 4 bands (Emerging, Developing, Secure or Mastered). Once they have achieved a score of at least 13 points within a test, they can progress to the next band.
  - In Year 3, every half term the children are assessed using the Rising Stars Reading Assessments. These tests are progressively more difficult to take in to consideration the learning that the children have done over the course of the year. A score is then converted in either Emerging, Developing, Secure or Mastered.
  - Every 6-8 weeks, each child working **below a reading level 2a** is assessed for their phonic ability using the RWI assessments. This information is tracked by the English Co-ordinator and monitored regularly for progress. This assessment information is used to group the children according to their phonic learning needs.

### Reading in Phase 2 (years 4, 5 and 6)

- Any child reading at or below the Grey RWI level in Phase 2 is assessed and integrated into the Phase 1 Read Write Inc lessons on a daily basis or the Individualised Curriculum Groups. All children reading above the Grey RWI level receive daily English lessons which incorporate the teaching of reading through shared, modelled and independent reading strategies. This is when the teacher works with the children to model fluent, expressive reading, using effective reading strategies to decode unfamiliar words, a range of comprehension skills and encourages response to texts. Within these sessions, teachers ensure they are teaching all assessment foci for

reading and give opportunities for the children to practice them all. Shared reading enables children to access and enjoy a variety of rich, authentic texts which are **slightly beyond their independent reading level** in order to enable children to progress in a continuous trend.

- In Phase 2, in addition to daily English lesson where reading is taught, children have two reading lessons per week. These sessions focus on teaching reading comprehension skills and develop the ability to write their understanding of stories down.
- There is a stimulating and inviting reading area where children have access to quality texts whenever they want to access them.
- Children are provided with two reading scheme books each week that they can take home and share with their parents/carers. Parents/carers are invited to comment and sign in a home/school reading diary when they have shared these texts. If parents/carers have not commented or signed that their child has read their home reading scheme books, the teacher will arrange for that child to be read with as soon as possible and are issued with new reading books immediately. When the children reach stage 12 of the Oxford Reading Tree scheme they must read all the books within that stage before moving to the next stage. Teachers may make a judgement as to whether to send one or two books home with the child depending on the child's individual reading speed and the thickness of the book.
- When they have reached the end of stage 16 and there are few scheme books available, they may choose their own books to read as their home/school reading book. This may be a book from the class/school library or one they have sourced themselves. It may be a longer novel and may take a few weeks to read. This stage of the child's reading is called 'Free Readers'. The teacher makes suggestions for which books to choose to ensure the child is reading a range of text types and author styles.
- Opportunities for the children to visit the school library are provided when possible with each class having a designated library time slot. Children are able to borrow books from the library and take them home to share with their parents/carers or to read independently. Records of this are kept on the individual child's computer account.
- Additional reading interventions are organised for children falling behind or not getting the required reading opportunities needed at home. The types of interventions include: 1-1 RWI intervention with a TA; The Better Reading Partnership intervention with a TA; additional 1-1 reading sessions during class or break/dinner times with a TA, additional adult (lunchtime supervisor) or teacher. These interventions are tracked and monitored.
- All children are read with on a 1-1 basis at least once every term in Phase 2. This is in addition to reading lessons. Teachers use a general reading checklist (see appendix) to assess the child's reading level and to ensure they are reading books at the correct stage of the reading scheme.
- Children are read to by the teacher at least once during the school day. All year groups in Phase 2 have chosen 15 key texts they will share with their children throughout the year. This may be all or extracts from the books but all 15 texts are shared at some point during the year. A list of

these key texts can be found in the appendix. The class text is displayed and celebrated in the classroom as well as on a display in the corridor.

- Children are given a variety of carefully planned opportunities to apply their reading skills in other areas of the curriculum.
- Children are assessed in their reading ability in three different ways in Phase 2.
  - In Years 4 and 5, every half term the children are assessed using the Rising Stars Reading Assessments. These tests are progressively more difficult to take in to consideration the learning that the children have done over the course of the year. A score is then converted in either Emerging, Developing, Secure or Mastered.
  - In Year 6, children's reading ability is assessed every 4 weeks using past year 6 SAT papers. In the Summer Term, the children undertake a formal SAT test which is reported to parents and the Local Authority.

At Greenside Primary School we will continually strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability.

Teri Hulme, December 2015.

## Appendices

1. Individual reading record (phase 1)
2. Individual reading record (phase 2)
3. Letter for non-readers
4. RWI link texts
5. Phase 2 key texts
6. General reading checklist (phase 2)







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Dear Parents/Guardians

RE: Home reading book

We have noticed that \_\_\_\_\_ has not had their reading diary signed by an adult or returned their home reading book since \_\_\_\_\_. At Greenside we believe that reading at home is an important routine and supports the teaching of reading in school. It also helps to instil a love of books and enjoyment of reading.

Please could you check that your child has read their school reading book by either reading with them or asking them questions about the text, then sign that they have read it and ask them to return it into school on \_\_\_\_\_.

If it is that the reading book has been lost or damaged in some way, please could you let us know and possibly make a contribution of £2.50 towards replacing this book?

Thank you for your support,

T Hulme

Literacy Co-ordinator

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## Phase 1 RWI Linked Texts

Green books	Suggested linked text
1. On the bus	Mr Magnolia - Quentin Blake Green Eggs and Ham - Dr Seuss
2. My dog Ned	Hairy Maclary's Rumpus at the Vet - Lynley Dodd Mog and the Vet - Judith Kerr
3. Six fish	Six Dinner Sid - Inga Moore Flabby Tabby - Penny McKinlay and Britta Treckentrup
4. The spell	Room on the Broom - Julia Donaldson Meg and Mog - Helen Nicoll and Jan Pienkowski Spells - Emily Gravett
5. Black Hat Bob	The Pirate Cruncher - Jonny Duddle The Troll - Julia Donaldson Cats Ahoy! - Peter Bently and Jim Field The Pirates Next Door - Jonny Duddle
6. Tug, tug	The Troll - Julia Donaldson Port Side Pirates - Oscar Seaworthy and Debbie Harter
7. Chips	Handa's Surprise - Eileen Browne
8. The web	The Very Busy Spider - Eric Carle Aaaarrgghh, Spider! - Lydia Monks
9. Pip's pizza	Come to Tea on Planet Zum-Zee - Tony Mitton Here Come the Aliens - Colin McNaughton We're Off to Look for Aliens - Colin McNaughton
10. Stitch the witch	Winnie the Witch - Valerie Thomas Badjelly the Witch - Spike Milligan Meg and Mog - Helen Nicoll and Jan Pienkowski
Skateboard Sid	Demon Teddy - Nicholas Allan
Will's net	We're Going on a Bear Hunt - Michael Rosen and Helen Oxenbury
Purple books	Suggested linked text
1. Ken's cap	Roadworks - Sally Sutton
2. A bad fox	Rosie's Walk - Pat Hutchins Chicken Licken - Jonathan Allen Good Little Wolf - Nadia Shireen
3. Big Blob and Baby Blob	Baby Ruby Bawled - Malaika Rose Stanley No, Baby, No - Grace Nichols Please, Baby, Please - Spike Lee and Tonya Lewis Lee Shopping with Dad - Matt Harvey
4. Tim and Tom	Stanley's Stick - John Hegley The Man whose Mother was a Pirate - Margaret Mahy At the Beach - Roland Harvey Seaside Poems – Jill Bennett and Nick Sharratt
5. Tag	Man on the Moon - Simon Bartram We're Off to Look for Aliens - Colin McNaughton Beegu - Alexis Deacon
6. Elvis	The Smartest Giant in Town - Julia Donaldson The Elves and the Shoemaker - Lucy M. George The Elves and the Shoemaker - Alison Edgson
7. Flip Frog and the bug	Two Frogs - Christopher Wormell Growing Frogs - Vivian French and Alison Bartlett
8. Red Ken	Dig, Dig, Digging - Margaret Mayo
9. Billy the Kid	The Troll - Julia Donaldson The Three Billy Goats Gruff - Nick Sharratt The Three Billy Goats Gruff - Ladybird Books

	The Goggle-Eyed Goats - Stephen Davies
10. In the bath	Five Minutes' Peace - Jill Murphy Mr Archimedes' Bath - Pamela Allen
Tom's tricks	Where the Wild Things Are - Maurice Sendak Edwardo, the Horriblest Boy in the Whole Wide World - John Burningham
Skateboard Sid and the hat	Willie the Wimp - Anthony Browne
Pink books	Suggested linked text
1. Scruffy Ted	The Velveteen Rabbit - Margery Williams Scruffy Bear and the Six White Mice - Chris Wormell Second Best - Jane Eagland and Terry Milne Nothing - Mick Inkpen Dogger - Shirley Hughes
2. Tab the cat	I Want a Pet - Lauren Child That Pesky Rat - Lauren Child Six Dinner Sid - Inga Moore Mog the Forgetful Cat - Judith Kerr My Cat Jack - Patricia Casey
3. In the sun	Come Away from the Water, Shirley- John Burningham.
4. The dressing up box	The Smartest Giant in Town - Julia Donaldson Captain Flinn and the Pirate Dinosaurs - Giles Andreae and Russell Ayto
5. Tab's kitten	Ginger - Charlotte Voake Posy - Linda Newbery and Catherine Rayner A Kitten Called Moonlight - Martin Waddell Tabby McTat - Julia Donaldson and Alex Scheffler Slinky Malinki - Lynley Dodd Hairy Maclary's Caterwaul Caper - Lynley Dodd
6. Sanjay stays in bed	Through My Window - Eileen Browne and Tony Bradman
7. The greedy green gremlin	Not Now, Bernard - David McKee Yuck! That's not a Monster! - Angela McAllister Morris the Mankiest Monster - Giles Andreae
8. In the night	Ruby's Sleepover - Kathryn White The Monster Bed - Jeanne Willis & Susan Varley Can't You Sleep, Little Bear? - Martin Waddell In the Night Kitchen - Maurice Sendak
9. Snow	The Gruffalo's Child - Julia Donaldson The Snowman - Raymond Briggs
10. So cool!	Mrs. Armitage's Wheels - Quentin Blake
Bats	Bat Loves the Night - Nicola Davies
A map in the attic	The Treasure Hunt- A Tale from Percy's Park - Nick Butterworth
The big match	Pass it, Polly - Sarah Garland Willy the Champ - Anthony Browne Wonder Goal - Michael Foreman

Orange books	Suggested linked text
1. Playday	Starting School - Janet Ahlberg Alfie and the Big Boys - Shirley Hughes

2. I think I want to be a bee	Walking through the Jungle - Julie Lacombe The Animal Boogie - Debbie Harter I Could Be, You Could Be - Karen Owen The Beeman - Laurie Krebs
3. A bad fright	On the Way Home - Jill Murphy A Dark, Dark Tale - Ruth Brown Funnybones - Janet Ahlberg
4. Follow me!	The Ugly Duckling - Hans Christian Andersen and Bernadette Watts Duck and Goose - Tad Hills
5. Too much!	The Cat in the Hat - Dr Seuss Angry Arthur - Hiawyn Oram and Satoshi Kitamura Everybody Feels Sad - Jane Bingham
6. A good cook?	Pumpkin Soup - Helen Cooper The Giant Jam Sandwich - John Vernon Lord The Tiger who came to Tea - Judith Kerr
7. Come on, Margo!	Dinosaur Chase! - Benedict Blathwayt The Worst Princess - Anna Kemp The Tortoise and the Hare - Aesop's Fables
8. My sort of horse	Dogs - Emily Gravett The Artist who Painted a Blue Horse
9. Haircuts	Crazy Hair - Neil Gaiman and Dave McKean I Love My Hair - Anastasia Tarpley Bibbity Bop Barbershop - Anastasia Tarpley
10. My best shirt	Angry Arthur - Hiawyn Oram
11. Look out!	A New House for Mouse - Petr Horacek
12. Hunt the tortoise	Polly's Puffin - Sarah Garland
<b>Yellow books</b>	<b>Suggested linked text</b>
1. The duckchick	The Ugly Duckling - Hans Christian Andersen and Bernadette Watts
2. Offsick	Through My Window - Eileen Browne and Tony Bradman
3. Tom Thumb	The King of Tiny Things - Jeanne Willis and Gwen Millward Traction Man - Mini Grey Tom Thumb - Eric Carle Cottonwool Colin - Jeanne Willis and Tony Ross
4. The gingerbread man	Jungle party - Brian Wildsmith Biscuit Bear - Mini Grey The Gingerbread Man - Estelle Corke
5. Robin Hood	Robin of Sherwood - Michael Morpurgo and Michael Foreman Robin Hood - Rob Lloyd Jones
6. Lost	Lost and Found - Oliver Jeffers Old Possum's Book of Practical Cats - T.S. Eliot and Axel Scheffler Billy's Beetle - Mick Inkpen Dogger - Shirley Hughes
7. Do we have to keep it?	Sophie and the New Baby - Catherine Anholt Mog and the Baby - Judith Kerr The Trouble with Jack - Shirley Hughes Rosie's Babies - Martin Waddell Owl Babies - Martin Waddell
8. Danny and the Bump-a-lump	Monstersaurus - Claire Freedman Tappity-Tap! What was That? - Claire Freedman The Dark, Dark Night - M Christina Butler
9. Grow your	Grandpa's Garden - Stella Fry

own radishes	George and Flora's Secret Garden - Joanna Elizabeth Elworthy Oliver's Vegetables - Vivian French Eddie's Garden - Sarah Garland
10. The foolish witch	Into the Forest - Anthony Browne Hansel and Gretel - Anthony Browne Hansel and Gretel - Michael Morpurgo
<b>Blue books</b>	<b>Suggested linked text</b>
1. Barker	Dogs - Emily Gravett Dan and Diesel - Charlotte Hudson
2. The poor goose	The Hare and the Tortoise - Aesop's fable
3. Hairy fairy	Dave and the Tooth Fairy - Verna Allette Wilkins Freddy and the Fairy - Julia Donaldson The Dolls' House Fairy - Jane Ray Father Christmas - Raymond Briggs April Underhill, Tooth Fairy - Bob Graham
4. King of the birds	The Monkey with a Bright Blue Bottom - Steve Smallman Sounds of the Wild Birds - Maurice Pledger A Duck So Small - A H Benjamin
5. Our house	This is Our House - Michael Rosen The Great Big Book of Families - Mary Hoffman
6. The jar of oil	The Rich Man and the Shoemaker - Brian Wildsmith
7. Jade's party	The Trouble with Jack - Shirley Hughes The Shopping Basket - John Burningham
8. Jellybean	Dear Zoo - Rod Campbell I want a Pet - Lauren Child Who wants to be a Poodle? I Don't! - Lauren Child
9. A box full of light	The Owl who was Afraid of the Dark - Jill Tomlinson
10. The hole in the hill	The Pied Piper of Hamelin - Michael Morpurgo and Emma Chichester Clark

Grey books	Suggested linked text
1. Rex to the rescue	How Dogs Really Work - Alan Snow Dan and Diesel - Charlotte Hudson
2. The lion's paw	The Lion's Paw - Gustaf Tenggren Androcles and the Lion - Russell Punter (Adapter) The Mouse and the Lion - Aesop's fable
3. I dare you	Dr Xargle's Book of Earthlets - Jeanne Willis and Tony Ross The Cat in the Hat comes Back - Dr Seuss Don't Put Your Finger in the Jelly, Nelly - Nick Sharratt
4. Looking after a hamster	Little Beauty - Anthony Browne Please, Puppy, Please - Spike Lee
5. How silly!	The Three Sillies - Tony Ross
6. Wailing Winny's car boot sale	Winnie the Witch - Valerie Thomas
7. Toad	Tales of the Frog Princess - E. D Baker The Princess and the Frog - Polly Perham
8. Andrew	Seal Surfer - Michael Foreman A Boy and a Bear in a Boat - Dave Shelton Lighthouse Keeper's Rescue - David Armitage Little Tim and the Brave Sea Captain - Edward Ardizzone Captain Duck - Jez Alborough Little Captain - Claudio Munoz  Mrs Armitage and the Great Big Wave - Quentin Blake
9. Dear Vampire	Dear Vampa - Ross Collins
10. Vulture culture	Eagles and Birds of Prey - Jemima Parry Jones Amazing Birds of Prey - Jemima Parry Jones The Sulky Vulture- Sally Grindley
11. A celebration on planet Zox	Man on the Moon - Simon Bartram
12. A very dangerous dinosaur	Dinosaur Time - Michael Foreman Dinosaurs and All that Rubbish - Michael Foreman Encyclopedia Prehistorica: Dinosaurs - Robert Sabuda and Matthew Reinhart Tyrannosaurus Drip - Julia Donaldson Dinosaur Chase! - Benedict Blathwayt
13. The invisible clothes	The Emperor's New Clothes - Alison Edgson

## Phase 2 Key Texts

<u>Year 4 Key Texts</u>	<u>Year 5 Key Texts</u>	<u>Year 6 Key Texts</u>
Tales of the fourth grade nothing – Judy Blume	Ancient Greek Myths By David Salariya	Gansta Granny – David Walliams
Burping Bertha – Michael Rosen	Coraline By Neil Gaiman	Billionaire Boy – David Walliams
The Witches – Roald Dahl	A series of unfortunate events by Lemony Snickett	Toms Midnight Garden – Philippa Pearce
Mr Stink – David Walliams	The worst children's jobs in history by Tony Robinson	There's a girl in the boys bathroom – Louis Sachar
Friend or Foe – Michael Morporgo	Cosmic by Frank Cottrell Boyce	The Phantom Tollbooth – Norton Juster
Horrid Henry and the bogey babysitter – Francesca Simon	Cows in Action the moo-lympic games By Steve Cole	Tall Story – Candy Gourlay
No such thing as dragons – Philip Reeve	The maid the witch and the cruel queen By Terry Deary	The diamonds bother in the four of diamonds – Anthony Horowitz
Jack and the flumflum tree – Julia McDonald	Diary of a wimpy kid the ugly truth By Jeff Kinney	Bad kids: The naughtiest children in history – Tony Robinson
Traction Man is here – Mini Grey	Henry V111 By Harriet Castor	The new 50 simple things kids can do to save the earth – Earthworks Group/Sophie Javna
Magic Faraway Tree 3 in 1 – Enid Blyton	The firework makers daughter By Philip Pullman	I Like This Poem: A Collection of Best-loved Poems Chosen by Children for Other Children in Aid of the International Year of the Child - Kaye Webb (Author)
Charlotte's Web – EB White	Oliver Twist By Charles Dickens	Please Mrs Butler: Verses - Allan Ahlberg
Save our school – Gillian Cross	Treasure Island By Robert Louis Stevenson	Heard it in the Playground - Allan Ahlberg
Four children and It – Jacqueline Wilson		
Matilda – Roald Dahl		
Out of India – Jamilia Gavin		

