

BANCHORY-DEVENICK SCHOOL
A Practice Statement for Reading

Rationale:

At Banchory-Devenick School we recognise the importance of reading as a life skill. We encourage our learners to develop the strategies needed to read both for information and pleasure. We aim to help our learners understand how to use the reading strategies they have learned and to develop their awareness of those they use intuitively.

As children become more fluent and confident readers, we aim to foster the skills for independent reading and research which will equip them to access the wider curriculum. Through a variety of structured experiences and activities we plan to promote a love of literature and books of different genres. By encompassing a wide variety of strategies, we aim to meet the differing needs of our learners and enable them to experience success and more importantly, confidence in their ability.

Assessment, Tracking and Moderation:

Assessment of reading is on-going. Progressive skills across the four strands of Enjoyment and Choice; Tools for Reading; Finding and Using Information, and Understanding, Analysing and Evaluating are identified in our planning progressions and these are developed further in our assessment benchmarks. These are updated on a termly basis and form part of the children's assessment folios. In Primary 1, assessment is closely linked to the structured reading scheme (Collins Big Cat). In Primary 2-7, a three-year rolling programme is used to identify targeted outcomes for assessment.

Tools for Reading is moderated across Primaries 1, 4 and 7 on an annual basis. Whole school tracking sheets are used to show the **level at which the child is working**. These are informed by targeted assessments, formative assessments, professional judgement and dialogue, and results from standardised assessments (SNSA). Class teachers are responsible for keeping these current and up to date and tracking periods are identified throughout the school year, where pupil progress is discussed with HT and stage partners. Assessment information is updated in line with authority guidelines in June and this tracking shows the **level the child has achieved**. This differs from the school reports which go out to parents in March and report the **level the child is working at**.

Children in P1, P4 and P7 complete the Scottish National Standardised Assessments (SNSA) tasks:

- P1: May
- P4: April-May
- P7: March-April

Information from these assessments is analysed and teachers, schools and local authorities use the data to make further improvements at an individual, classroom, school and local authority level.

Transition:

Nursery-P1: Time is set aside for the P1 teacher to contact local Nurseries and discuss the children coming into P1. Parents have the opportunity to look around the school with their child and ask any questions they may have. 'A Parent's Guide to Supporting Reading' is shared with parents in August, and once Covid restrictions ease, we hope to lead a P1 Curricular Sharing session in September.

P2-P6: At the end of a session, class teachers work alongside the HT to set up the tracking sheets for the next school year. These, along with pupil assessment folios, form a key part of the hand-over information which is passed on to the next teacher, along with reading records, reading books and information from the ASN teacher as appropriate. There are opportunities for all children in school to work together in mixed stage groupings throughout the school year and specific times are planned for the P4s to spend time in the P5-P7 class between April and June.

P7-S1: Projected end of session levels are sent to Portlethen Academy in February as part of the P7-S1 transition process, and a meeting is set up to discuss each child individually. These levels are confirmed in June when pupil progress reports and SNSA results are emailed across. The children also have the opportunity to visit the Academy for three Link Days towards the end of the school year in June.



Guidelines for Teaching Reading:

Early Stages (P1-4)

1) We use a combination of Active Literacy and Song of Sounds for phonics and spelling. Children work through the structured phoneme progression in groups appropriate to age and stage, but with differentiation factored in. Sight vocabulary is taught weekly and practised in school, with the exception of Primary 1 who take their sight words home for further practise and consolidation. Children are encouraged to make links with their reading, e.g. by finding the phonemes and spelling words in their books.

2) Collins Big Cat is our core reading scheme. Children are grouped by teachers using professional judgement based on assessment and tracking. They progress through the scheme at an appropriate rate. We have identified skills for each level which staff ensure are being taught. These give a context to technical skills from, the purpose and use of different punctuation to more abstract concepts such as the use of inference. For homework, one or two reading books (depending on age and stage) are sent home for children to read. Reading homework is communicated to parents/carers in Reading Records. Follow up tasks and activities are completed in school.

3) In addition to hearing children read on a regular basis, children's independent reading is progressed through Super Sleuths, and enjoyment is fostered through weekly Drop Everything and Read, and Book Buddy sessions (see attachments).

4) Children are taught simple research skills mainly through the use of non-fiction topic books and accessing information on the Internet.

5) The children use the school library on a weekly basis to choose books to read in class for their own enjoyment. They are encouraged to be selective in their choice of book. They may choose a book they already know and can read. Other times they may choose a book that is too difficult for them, but their parents can read at home. Children are also able to choose non-fiction books. We are encouraging a love of reading and building confidence to 'have a go' with something that may be tricky.

6) All teachers read stories to the children. These can be linked to the context children are working on in class. We introduce children to new authors or books and encourage them to read the books as well. This also shows the teacher as a reader and models the enjoyments of reading.



Middle and Upper Stages (P5-P7)

1) As children progress through P4 and into P5, it is expected that more of them will become independent readers. Time should be allocated for these children to enjoy books of their own choice on a weekly basis. Key questions from the Drop Everything and Read cards (see attached) can be identified at the start of independent reading sessions, and children should be given the opportunity to give feedback during the plenary. Structured opportunities to share/recommend books in friendship groups should be timetabled on a half-termly basis and teachers should use this time raise the profile of books and literature. Teachers should use their professional judgement and assessment information to identify children who would continue to benefit from continued reading practice using specified reading schemes. Where possible these groups should be organised across stages and supported by class teachers, ASN and PSAs.

- 2) Opportunities should be planned for independent readers to read aloud in order to practise the skills of pace, fluency and expression.
- 3) Book Buddying takes place weekly. Older children are paired with a younger child to foster a love of books and reading. This activity promotes confidence as the older buddy demonstrates their own skills and leads the younger child from cover to cover exploring many aspects of the book. This is a good opportunity for teachers to informally assess the children's ability to read aloud and lead a discussion.
- 4) Book Detectives are carried out on specified texts throughout P5-P7 (see attached). Through a range of written and spoken activities, children are encouraged to examine a variety of texts in detail, developing more sophisticated reading and communication skills as well as a greater awareness of style.
- 4) Paired Reading (see attached) is carried out during the Summer term in P4-P7. This activity allows the development of further reading skills as the younger partner reads while the older child is the facilitator. The older child is responsible for questioning and modelling pace and expression giving encouragement and help as needed. Children choose books from a level appropriate to them.
- 5) Children have regular access to the school library. These visits aim to foster reading for pleasure.
- 6) Group readers are encouraged to practise reading aloud in class twice weekly. Scheme books are used for this with the children progressing to short novels as appropriate. Independent readers in P5-P7 should continue to read texts of their own choice on a regular basis.
- 7) Reading homework will be set on a weekly basis and will focus on developing comprehension skills through participation in Read Theory. In addition, children will also be asked to prepare book recommendations, and short extracts, e.g. from poems/newspaper articles etc to read to their peers during the school year.
- 8) Although reading is a specific skill we recognise there are many links with writing. Class teachers will help children pick out aspects of texts that could be used within their writing, e.g. vocabulary, style, similes, metaphors etc.
- 9) Support is provided through a variety of means, e.g. learning partners, classroom PSAs, ASN etc.

Attachments

- Guides to Teaching Book Buddies, Book Detectives/Super Sleuths, Drop Everything and Read (D.E.A.R.) and Paired Reading
- P2-P7 Rolling programme of outcomes for targeted assessment
- A Parental Guide to Supporting Children's Reading at Home

