



## St. John Vianney R.C. Primary School

### Reading Policy

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.” — Dr. Seuss

#### Aims

We want our *children* to:

- Read confidently and fluently and seek to acquire knowledge independently;
- Develop a lifelong enjoyment of reading, taking genuine pleasure from what they read;
- Develop the reading skills they need to access all areas of the curriculum;
- Understand the meaning of what they read and what is read to them;
- Make responses to what they read justifying those responses;
- Become immersed in other worlds...both real and imagined!

At St. John Vianney school, we consider ourselves a community of readers. Therefore, we expect all *adults* to model and communicate their love of reading in the following ways:

- By planning regular Story time sessions;
- By planning engaging shared and guided reading opportunities;
- By planning class participation in school and national literacy events which promote reading e.g. visits from authors and storytellers, World Book Day and Newcastle summer reading challenge.
- By planning a book based curriculum, reviewed regularly, to cater for the tastes and needs of the children and to be current and inclusive.

#### The Teaching of Reading

Reading is not simply the decoding of the words on the page but involves the ability to read, and understand, a wide range of different texts, including fiction, non-fiction, poetry, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning. It has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should develop the following skills:

- To read aloud fluently and with expression;
- To read for meaning;

- To read a wide range of fiction, poetry and non-fiction material;
- To use a range of strategies for reading including:
  - *Phonics* (identifying letters and their sounds, and blending them together);
  - *Visual* (whole word recognition and analogy with known words);
  - *Contextual* (use of picture and background knowledge);
  - *Grammatical* (which words make sense).
- To recognise vocabulary, grammar and literary devices in texts which can be used effectively in writing;
- To read a text critically and know how to improve it.

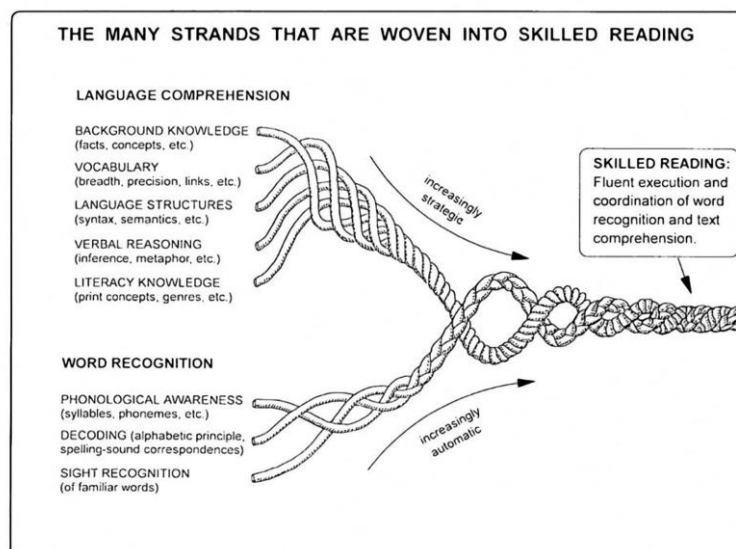
## Types of Reading

### Shared Reading

This is a whole class activity which typically takes place during English lessons although opportunities are also taken to in other curriculum subjects. During shared reading, the children can access a text which may be challenging to them individually. The teacher models the reading skills, strategies and recognition of words appropriate to NC expectations for their year group. Teachers also ‘think aloud’, modelling their thought process and how they have reached conclusions. Discussion should help the children to reach a deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions.

### Guided Reading

Reading is an extremely complex skill to teach children as it's comprised of many different skills (see Scarborough's Reading Rope below). In order for pupils to become confident, fluent and enthusiastic readers, it is essential that we teach and give them opportunities to develop *all* of these skills. At St John Vianney, Guided Reading Sessions offer a fantastic opportunity to support children to develop these reading skills.



For Guided Reading in Reception and KS1, fully decodable books, taken from our Phonics Scheme (Unlocking Letters and Sounds), are used during group sessions. Each session begins by 'hooking' the pupils into the book, seeking to engage them from the beginning. The session then moves into a phonics focus, providing the opportunity for children to revisit and review some of the phonemes that they will encounter in the text in addition to developing quick recall of common exception words. New vocabulary is introduced and discussed, supporting the children to access the text fully. Children have the opportunity to read independently as the teacher listens, providing instant support and feedback as appropriate. Opportunities for teachers to model expression and fluency, as well as posing questions to develop comprehension skills are also key components to our Guided Reading sessions.

Guided Reading in Year 2 (from Spring term) and in Years 3-6 (from autumn term) follows the structure of the VIPERS reading approach. These sessions take place 3 times a week and children work with real books, promoting a love of reading and a respect for the text being studied. Lessons are structured to allow children time to discuss and refine their understanding of a reading skill, clarify key vocabulary, see teacher modelling of reading skills, practise the reading skill in partners and answer targeted questions. This model allows teachers the opportunity to monitor children's progress in reading and affords the opportunity to hear children read several times a week. Carefully chosen reading partners provides peer support and challenge for all. Wherever possible, adult support is deployed to targeted groups of children who need to consolidate their reading skills. In Year 2 and LKS2, children focus on individual reading skills in lessons (vocabulary, inference, prediction, evaluation, retrieval and summarising – VIPERS). As children move through KS2, they will begin to combine a range of skills in each reading lesson. Within all reading lessons, children are encouraged to ask questions of the texts they are reading and to make links to themselves, other texts and the world around them.

Provision is made for children who require extra support through intervention programmes and differentiated class teaching/independent tasks.

### Reading Strategies and Teaching Prompts

*Self-correcting* - Children can use several strategies to check and confirm when reading independently. You made a mistake – can you find it? How did you know...?

*Monitoring* - Children expect their own reading to make sense. Use the picture to help you. Remember what's happened already. Look at the beginning/end of the word and see if you can work it out.

*Blending sounds together for reading* - Children can identify phonemes and blend them together to read phonetically regular words. Can you sound it out? Can you blend those sounds together? Can you segment that word?

*Predicting* - Children know that written text has to make sense. Does that sound right? Can we say it that way? What do you think it might say to make sense?

*Fluency and expression* - Children take note of punctuation, and use appropriate expression and intonation. Look at the punctuation. Read that bit again and make it sound like talking. Locating known words Children know and recognise high frequency and familiar words. Can you see a word you know? Can you find that word again?

*Cross-checking* - Children can cross-check one reading strategy against another to avoid or correct errors.

### Questioning at Different Levels

Questions to develop children's understanding should promote thinking at three levels:

*Literal questions* ask children to recall information that is directly stated in the text.

*Deductive or inferential questions* ask children to work out answers by reading between the lines, by combining information found in different parts of the text and by going beyond the information given.

*Evaluative or response questions* ask children to go beyond the text by, for example, thinking whether the text achieves its purpose, or making connections with other texts.

### Independent and Home Reading

Children are given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors. Children who are on our school phonics programme take home a book closely matched to their phonic ability every week. Parents and carers are encouraged to write a note about their child's reading at home to share with the class teacher. Children reading beyond the phonics programme read a book within their book band. Children also have the opportunity to select a book from our school library to take home each week.

### Assessment

In EYFS and KS1, children have regular phonic and common exception word assessments. These inform teachers of progress and areas for further development. These assessments also determine the reading books children access during Guided Reading Sessions and for home reading.

Children in Year 2 upwards will be assessed using PM Benchmarking. This gives every child a Reading Age. 'Benchmarking' should take place once a term or at a time when the teacher feels that the child is no longer being stretched. Benchmarking enables teachers to make a

diagnostic assessment and provides an accurate Reading age for each pupil, which informs teaching and learning within the classroom.

Standardised reading comprehension tests take place during Assessment weeks which are detailed in the School Assessment policy.

### Intervention

Individual class teachers will assign intervention programmes based on the needs of individual pupils. Children may be assigned 1:1 time or work in small groups based on their targets. Consultation with the school SENDCO is essential to ensure children are placed on programmes appropriate to their needs. IDL, Phonics Intervention, BRP and one-to-one catch up programmes are employed across KS1 and KS2 as a form of Reading intervention.

### Meeting the needs of all children

The children are assessed regularly to ensure that they are working at an appropriate level and teachers are skilled at meeting the needs of gifted children through discussion and questioning and by devising activities to stretch and extend them. The class library is stocked with a wide variety of books to meet the needs of all children including those who are gifted and talented. There are also books which deal with issues such as bereavement, a variety of family types etc. within school. We are aware of the need to show different cultures and diversity in our reading material and ensure that we bear this in mind when making new purchases.

### Parental Involvement

Co-operation and support from parents are paramount if a child is to become a successful and competent reader and we strive to develop and encourage a strong partnership between home and school. It is our policy for our children to read regularly both at home and at school and to foster a love of Reading.

This policy will be reviewed in July 2024.

Mrs S. Langford, Mrs C. Meldrum, Mrs W. Duffy

July 2023