

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

“If you don't have time to read, you don't have the time (or the tools) to write. Simple as that.” – Stephen King

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. literature and art week, visits from authors and storytellers, World Book Day and Newcastle summer reading challenge.

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 Literacy lessons although opportunities should be taken to in other curriculum subjects. During shared reading, the children can access a text which may be challenging to them individually as they are supported. 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

For guided reading in KS1 (Y1), the class is divided into groups of no more than 6 children of similar reading ability. The teacher works with a key group while the other groups are working on follow-up or text related activities. Texts are carefully selected at instructional level for the group and plans for each session should reflect a specific teaching focus appropriate to the group. Objectives for guided reading are shown on weekly plans and guided reading records linked to the key questions and resources used. In Year 2, children take part in a VIPERS style Guided Reading activity. Each child in KS1 takes part in a guided reading activity twice a week and KS2 children take part in whole-class guided reading three times per week. In EYFS, the children move towards working in a guided reading group as their reading, listening and concentration abilities develop. All Teachers use TIPPS sheets on which they note key questions and carefully annotate responses. EYFS have their own recording sheet.

Structure of a Guided Reading Session

Book Introduction - This provides the context for the reading. The adult working with the group prepares the children, providing support through reading the title, talking about the type of book and looking at any pictures. The aim is to give them confidence without reading the book to them. If necessary, they locate difficult new words and unfamiliar concepts or names.

Reading around - The teacher, then each child in turn, reads a small extract aloud while the others follow.

Strategy Check - The adult with the group reviews specific reading strategies that the children have been taught and remind them to use these when reading.

Independent Reading - Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. This will inform assessment and notes can be made on the plans or TIPPS sheets. Praise is given for the correct use of reading strategies. Activities are prepared for ‘fast finishers’ e.g. choosing their favourite part of the story and thinking about why, finding a similar book to compare, thinking about the answer to a question you have posed and preparing to report back.

Returning to the Text - Briefly talk about what has been read to check children’s understanding and address any misunderstandings of vocabulary or concepts if necessary. The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

Follow Up - This may be developed as a separate activity during the next Guided Reading session. An element of the text can be used to teach a specific point related to the current Literacy or SPAG focus. Children may be given the next section/chapter of the book to read with questions to think of as they read.

Key Stage 2

Teachers deliver the National Curriculum objectives by providing a wide range of texts. Children develop higher level comprehension skills through skilful discussion and questioning as they progress through the year groups. Teachers use question stems to help them to formulate questions to challenge children's thinking during shared and guided reading sessions.

In KS2, children study fiction, non-fiction and poetry over the course of a half term in discrete reading sessions that use the VIPERS approach to reading. These sessions take place 3 times a week and children work with actual 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 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 Reading

Children need to be 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 take home a Library book home and advice is given to parents/carers through letters sent home by class teachers.

Assessment

In EYFS and KS1, children have regular phonic and tricky word assessments. These inform teachers the coloured book band within which each child should be working.

Children in Year 1 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.

However once a child is 'free reading' from the class library, regular benchmark assessments should take place which will indicate, together with observational evidence gathered during Guided Reading, standardised reading tests and input from parents in home reading records, to get a detailed picture of progress being made.

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

The children read, at home, home-school reading books which match their reading and phonic abilities and to reinforce the work done at school. They are encouraged to choose their own books from the appropriate selection of Oxford Reading Buddy.

Procedures for changing Home reading books

In EYFS and Year 1, children read at home the book they have read during Guided Reading in addition to a banded reading book or 'real' reading book. When children have progressed to the end of the colour banding system, they can choose 'free readers' from the class library.

The Reading Environment

Classrooms and all school areas should provide a print rich environment to promote the importance of reading. Reading displays should form a part of that environment. EYFS and KS1 classes should have welcoming book corner and KS2 classes should have small topic-themed collections of favourite books attractively displayed, book reviews or book of the week to help the children to develop enthusiasm.

Early Years

The children are taught in a stimulating environment that is rich in written print. A great emphasis is also put on listening and differentiating between environmental sounds, letters sounds and recognising and generating rhyme. The children participate in daily whole class and small group phonics activities using the *Letters and Sounds* approach. These activities are interactive and often take the form of games. The focus is on aural discrimination - hearing individual sounds and then blending the spoken sounds to hear words. They learn to recognise individual letters and to blend their sounds together to read words. Simultaneously they learn to recognise 'Tricky words'. As the year progresses and the children's repertoire grows, they are able to read simple sentences and stories. When they are ready, children of similar abilities work together in small guided reading groups.

Key Stage 1

Discrete daily phonics work takes place. During these sessions, children are grouped according to ability and activities are practical and fun. During shared and guided reading, phonics work is reinforced by class teachers in the context of a variety of texts. Reading skills are developed across other curriculum subjects as the children's ability grows. Writing activities follow on from shared or guided reading and the children are taught to recognise vocabulary, SPAG and literary devices in their reading which they can use in their writing. Provision is made for children who require extra support through differentiated class teaching and carefully planned activities and through the *Letters and Sounds* programme.

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, 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.

Assessment and Recording

A whole school approach to assessment and record keeping is used. EYFS use the EYFS Profile and KS1 and KS2 use Gateshead TIPPs. This is detailed in the separate Assessment policy.

Parental Involvement

Co-operation and support from parents is 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 March 2022.

Mrs C. Meldrum, Mrs K. Spencer, Mrs W. Duffy

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