Lady Joanna Thornhill (Endowed) Primary School

Learning for the Head,
Heart and Hand

Reading Policy

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Reviewer	Rachel Lloyd and Dennie Kemp
Chairs of Governors	James Coombe

(This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures)

Article 29 – I have the right to an education which develops my personality, respect for others rights and the environment.

"Once you learn to read, you will be forever free." Frederick Douglass

Aims

This policy sets out to make clear:

- the school's pedagogical approaches to the teaching of Reading, including planning
- how the school promotes Reading for pleasure
- how the school assesses Reading
- how the school provides additional Reading support

Rationale

We want all children to develop the key skills they will need to enjoy and find pleasure in Reading. In order to access our curriculum vision which is *Learning for the Head, Heart and Hand,* we believe that Reading is central to all aspects of the curriculum and therefore a priority. Our vision is that all children become age-appropriate fluent readers by the end of Year 2, enjoying and finding pleasure in what they read. This prepares them for more complex comprehension skills in later years and access to the rest of the curriculum.

This policy should be read in conjunction with the Phonics and Early Reading Policy and associated Reading Progression document.

Intent

At Lady Joanna Thornhill (Endowed) Primary School, our aim is to foster a love of Reading, where children can not only demonstrate an understanding of what they have read, but also show enthusiasm and excitement for it. We value Reading as a crucial life skill and that it underpins all other learning. Therefore, Reading is at the heart of the school curriculum. The use of high-quality texts within our Reading curriculum is integral to our approach to engage and support children to become inspired as readers and motivated to read for themselves. They are also an essential tool used explicitly to broaden the children's ever-increasing vocabulary.

Our main aim at Lady Joanna Thornhill (Endowed) Primary School is to ensure that all children learn to read and understand at least age-appropriate books, regardless of their background or circumstances. We ensure this by delivering Reading lessons which follow a clear progression through EYFS, Key Stage One and Key Stage Two.

By the time children leave us, they read confidently for meaning and enjoy Reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Implementation

The planning of Reading

At Lady Joanna Thornhill (Endowed) Primary School, the English National Curriculum aims underpin the planning of Reading and this ensures a broad and balanced curriculum that is progressive throughout the key stages. The teaching of Reading continues on from the phonics programme where the Reading skills taught are further embedded and developed. As the children become more able in word Reading, the focus moves towards comprehension. Children are taught within whole class or guided group Reading Practice lessons, where they are encouraged to discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. They are taught to develop positive attitudes to Reading and an understanding of what they

read. This understanding develops and becomes more sophisticated as the children move through Key Stage 2. This has been achieved by mapping the progression of Reading skills, taken from the National Curriculum, throughout the school. These skills have then been plotted within each year group in an 'Introduce', Revisit', 'Embed' and 'Extend' model to ensure robust and clear progression of skills which are repeatedly practised.

Teaching strategies

Specific teaching strategies we implement to provide children with the best possible chance at learning to read and developing a love of Reading are:

Shared Reading

This approach is used during Reading Practice lessons and class Read Aloud time. The teacher models the Reading process and the children are actively involved; listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. The teacher leads discussion about the text to help children develop their understanding. Children learn how to interpret and make sense of what they read. This practice helps the children to become communities of readers and enables children to experience and enjoy stories that they might not otherwise meet; this ensures that they share in experiences of a wide range of books that they get to know well.

Reading Fluency

Reading fluency is the ability to read text accurately, at an appropriate pace, and with expression, enabling pupils to focus on meaning rather than decoding. Fluency is explicitly taught and practised across the school as a vital bridge between decoding and comprehension.

Fluency is developed through a consistent set of whole-school strategies, including modelled expert prosody (where teachers demonstrate fluent, expressive reading) and modelled comprehension (where teachers think aloud to show how meaning is constructed while reading).

Pupils regularly engage in repeated reading, including echo reading and choral reading, to build automaticity, confidence and expressive phrasing. Text-marking is used to support phrasing, intonation and attention to punctuation. Reader's Theatre provides purposeful opportunities for performance reading, promoting expression, stamina and engagement. To further embed fluency and understanding, the school uses Total Physical Response (TPR) strategies, known as *Picture, Meaning, Move It*, enabling pupils to connect text to meaning through visualisation, movement and oral rehearsal.

VIPERS

Whole class Reading Practice lessons are predominantly skills-based lessons. At Lady Joanna Thornhill (Endowed) Primary School we use VIPERS. VIPERS is an acronym to aid the recall of the 6 Reading domains as part of the Reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:
Vocabulary
Inference
Prediction
Explanation
Retrieval
Sequence (KS1) or Summarise (KS2)

The 6 domains focus on the comprehension aspect of Reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a Reading scheme but rather a method of ensuring that teachers ask, and pupils are familiar with, a range of questions. They allow the teachers to track the type of questions asked and the children's responses to these which allows for targeted questioning.

The Power of Reading

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Reading Practice lessons can be combined with English lessons - teaching approaches may be inspired by 'The Power of Reading' (from the Centre of Literacy in Primary Education) and their research '*What we Know Works*'. Units of learning are based around a high-quality text; this may be a longer novel, a fiction text, a picture book but also multi-media texts. Teachers and children develop deep discussion around the text, they respond with high-quality writing and creative work. Using creative approaches, such as drama, roll on the wall and art, the books inspire thinking and imagination, provoke questions and lead to learning opportunities across the curriculum. These approaches encourage the children to draw out elements within the text that may go unnoticed when reading independently and allow the teaching of skills to be tailored to meet specific needs and support progress in Reading.

Some texts are chosen because they match other curriculum content, whilst others are chosen because they enthuse the children. We aim to ensure that the children experience texts that make them aware of the wider world beyond their immediate sphere. Some of the books studied deal with strong feelings and difficult experiences. These texts are significant because they help the children connect characters and situations; opening up their awareness and understanding and helping them to empathise with others.

Varied Question Styles and Activities

During Reading Practice lessons, variation of question type is used to encourage the children to think carefully about what they are Reading and refer back to the text for clear understanding. The variety of ways children are encouraged to respond to questioning promotes deep thinking and encourages a secure grasp of comprehension. For example, children may be asked to annotate a text, order events chronologically and write their opinion to present in a courtroom.

Close Reading

Close Reading is used throughout Reading Practice lessons and works alongside the teaching of VIPERS. This approach involves the close analysis of the text and requires the reader to mark or highlight key points for discussion and consideration. Key strategies include:

- Read and question
- Identify new words and look them up
- Evaluate the author's technique, use of language structure
- Identify key points
- Write your own questions for answering later
- Identify links to ideas / connections that are known.

Independent Reading Time

Children read material which interests them, to assist them in fostering a genuine love of Reading and help them to appreciate its value. All children will be encouraged to borrow books from class book corners, and read these at home and in school during independent Reading time. Initially, children take home fully decodable texts, matched to their phonics stage/phase and progress on to Book Banded (colour-coded) Reading books in line with Accelerated Reader, which are suitable for their Reading ability, as well as books chosen from class libraries.

<u>Home Reading and supporting parents</u>

Children from EYFS onwards have a Reading Record Book. For those developing their phonic skills, they will take a book matched to their current phonic ability. For those working beyond this, children are able to select their own reading book, with support from adults if required. This reading book should be chosen from within their ZPD (Zone of Proximal Development) which is updated three times a year, after taking an Accelerated Reader Star Reader assessment. We believe that reading is an integral skill to learn and we strive to have a partnership between school and home so that this continues seamlessly. As well as a colour-banded reading book, children are also invited to take a book from the school library once a week (banded or not) which promotes reading for pleasure, and can be read in school. These books are chosen solely by

the children based on their interests, and have inspired our children to widen their book choices. As the child moves through the school, the amount they try to read each night should increase. Sharing a book with a child in EYFS for ten minutes will help them greatly. In Year One, pupils should aim to read (or share a book) for 10 minutes. In Years 2 and 3 the target is 15 minutes and in Years 4, 5 and 6 it is 20 minutes. All children will have a target that they are aiming to meet. This is generated by the time they should read every day and the child's ZPD. Children are encouraged to meet their targets over two terms. We expect all children to read at least five times per week and, in KS1, this should be recorded in their Reading Record Books.

Our website provides guidance to parents about how to read with their child at home, including promoting Reading for pleasure and using VIPERS as a tool for questioning. It also offers recommended Reading, which is age and interest-specific as well as information on Accelerated Reader.

Ensuring Reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value Reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- Children are read to every day in lessons or through Read Aloud sessions. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children in our local community as well as books that open windows into other worlds and cultures.
- Books are colour-banded throughout the school in line with Accelerated Reader, and after regular review, children select books within their ZPD to match their reading ability.
- Classrooms have an inviting book corner that encourages a love for reading. We promote books and talk about them to entice children to read a wide range of books.
- The school library is made available for classes to use at protected times. The children have the opportunity to select a book from the library, once a week.
- Topic-related books from the library are displayed in each classroom to promote interest in the topic and Reading. Children are able to select these throughout the term as a 'free reader' book.
- Children across the school have regular opportunities to engage with a wide range of reading for pleasure events (book fairs, workshops, national events etc).
- Each term, a Star Reader from each class is chosen by the teacher, who receives a Star Reader badge. This is to celebrate children and promote: regular Reading; engagement in lessons; deep thinking in Reading lessons and progress in Reading ability.
- Where appropriate, Reading Buddies are set up between children from the lower and upper school. This enables the younger children to share their Reading on a 1:1 basis with older children and so participate in a positive Reading experience on a regular basis.
- At the end of every long term, all children who have met their Accelerated Reader target are put into a tombola and names are drawn in assembly. The child who is chosen wins a reward for their whole class, for example a drama workshop which is always based on a book.
- In line with Accelerated Reader, a Millionaire Word Reader badge or Multimillionaire Word Badge is given to children who are excelling with their reading and targets and have read a million words or more.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as possible.

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- Formative assessment is used.
    - Children are assessed through their teacher's daily, ongoing formative assessment within class, to identify children needing 'catch up' and 'keep up' support. Careful questioning and discussion allow teachers to develop children's thinking, whilst addressing misconceptions effectively.
    - SONAR statements are updated three times a year, so we have a clear picture of pupil achievement in Reading over time.
    - NFER Reading assessments are carried out two times a year, in years 4 and 5 to find gaps in learning and identify children who need further support. Year 3 complete this test once, at the end of the year.
    - Accelerated Reader Star Reader assessments are taken three times a year – at the beginning of Term 1, Term 3 and Term 5.
- Summative assessment is used:
    - Every term to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the 'keep-up' support that they need.
    - By SLT and Reading Leaders – scrutinised through SONAR to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- Statutory assessment:
    - Children in Year 6 sit the Reading SATs test.
    - Year 2 SATS are optional.

Additional Reading support for vulnerable children

(Please see our Phonics and Early Reading Policy for support during the early stage of Reading.)

If a child is identified through assessment as falling behind despite quality first teaching, a Diagnostic Reading Analysis is carried out which enables testing of listening and reading comprehension; text reading accuracy and reading speed; and single word reading. Once the area of need is identified, strategies are put in place to 'catch-up'. This may include:

- Daily Little Wandle phonic interventions
- Listening Skills sessions before moving onto developing target vocabulary
- Language for Thinking
- Switch-On
- Toe by Toe

Once an Accelerated Reader Star Reader assessment has been completed, any child who is not 'At' should have intervention, as listed on the school's Reading Support Flowchart. This may include: targeted support in Reading Practice lessons or regular 1:1 reading with an adult.
Further support is offered in the selecting and changing of books and focus support and questioning is used during lessons.

Impact
Pupils read fluently, confidently and with understanding. They engage positively with a wide range of texts, demonstrate strong comprehension skills and develop a lifelong love of Reading. Pupils leave Lady Joanna Thornhill (Endowed) Primary School well prepared for the reading demands of secondary education and beyond.