



William Fletcher Primary School

Reading Policy

As a Rights Respecting School we uphold the articles from the United Nations Convention on the Rights of the Child. The following articles underpin our Reading policy:

Article 3 (Best interests of the child) The best interests of the child must be a top priority in all things that affect children.

Article 17 (Access to information from mass media) Every child has the right to reliable information from the media. This should be information that children can understand.

Article 28 (Right to education) Every child has the right to an education.

Article 29 (Goals of education) Education must develop every child's personality, talents and abilities to the full.

At William Fletcher Primary School we are committed to shaping lifelong learners who have a deep enjoyment for reading; we recognise it as a core component of every child's education. Reading is a key life skill regardless of children's background and attainment; competence in reading is the key to independent learning and is at the centre of our curriculum, it is given a high priority by all staff in recognition of its intrinsic values for enabling children to be successful learners.

Aims and intentions

- Place reading and books at the centre of our curriculum.
- Instil children, whatever their background, with a lifelong love of reading; share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill.
- Encourage children to become motivated and independent readers who read for pleasure by introducing them to high quality books, from a broad range of authors and genres.
- Develop children's confidence, fluency, and independence when reading a wide variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's abilities to reflect on; have an interest in and to be critical of what they have read.
- Develop research skills, using texts and ICT.
- Enable children to become informed and discerning users of the internet as an integral facet of their literacy research skills.
- Encourage care and ownership of books.

Objectives

Reading is closely linked with writing, speaking and listening as well as understanding throughout the curriculum – the activities reinforce each other. Children become successful readers by using a range of strategies to get to the meaning of the text.

We believe that literate children should:

- Read with confidence, fluency and understanding
- Be taught the full range of reading strategies including: phonic knowledge, grammatical knowledge, word recognition and graphic knowledge, and contextual knowledge

- Develop these through shared, guided and independent reading and have their progress in fluency, expression and progressive comprehension skills tracked
- Correct their own mistakes
- Have an interest and curiosity in words and their meanings, developing a varied and rich vocabulary
- Read a range of genres in fiction and non-fiction and become familiar with different genres and their key purposes, stylistic features, vocabulary and techniques
- Use conventions of library organisation and ICT systems to access texts to locate information
- Through reading and writing, develop their own powers of imagination, inventiveness and critical awareness
- Discuss books with reference to author, illustrator, genre, theme and characters, to express personal responses with increasing fluency
- See the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or individually
- Understand the sound and spelling system and use this to read and spell accurately
- Have a suitable technical vocabulary through which to understand and discuss their reading
- Be interested in books, read for pleasure and evaluate to justify their preferences

Teaching strategies

We believe that word recognition and language comprehension go hand in hand. Children need to learn word reading skills through being taught:

- Phonics knowledge (phoneme awareness, blending skills and GPC knowledge)
- Repetition and teaching of 'tricky words'

We teach language comprehension skills through:

- Talking with children
- Reading to children and with children
- Teaching comprehension strategies

Phonics

Phonics is taught daily in EYFS and KS1 using the Essential Letters and Sounds scheme. Children are taught and learn in year groups. This promotes a consistent and systematic approach to the learning of decoding and blending words. Any children who find the learning of specific sounds difficult, receive additional Essential Letters and Sounds interventions to help them.

During a phonics sessions the children will:

- Revise and revisit previously taught sounds
- Learn new sounds
- Apply these new sounds to their reading and writing

After learning a new sound, children are given reading books to take home, which include that sound, to apply their learning.

Independent reading

Children are regularly encouraged to read independently in order to build confidence, stamina and fluency. From Year 1 onwards there are daily opportunities for periods of quiet reading, giving children the chance to enjoy

reading with no other purpose than for the reading itself; children are able to choose their reading materials freely from a wide range of rich texts.

Teaching of reading

KS1

In KS1, guided reading is taught. The teacher will read with a group of children each day. The children are grouped based on their current attainment and the teacher chooses texts which meet the group's needs. Each session will focus on specific objective or target, such as -

- Predicting what might happen next
- Discussing the meaning of new words
- Decoding and blending skills
- Identifying common exception or tricky words

KS2

In KS2, the teachers will use different methods of teaching. The VIPERS framework (see below), which is introduced towards the end of KS1, is used to guide the teacher. Teaching may include -

- Whole class guided reading
- Reading class books
- Setting children in groups based on ability and focussing on specific objective/target (for example, some children who still require phonics support or children who need to be challenged on their inference skills)
- 1 to 1 reading
- Comprehension focussed lessons
- Teacher reading to the class

VIPERS

Vocabulary - Give/explain the meaning of words in context.

Infer - Make inference from the text/explain and justify using evidence from the text.

Predict - Predict what might happen from the details stated and implied.

Explain - Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.

Retrieve - Retrieve and record key information/key details from fiction and nonfiction.

Summarise - Summarise main ideas from more than one paragraph.

Home reading and Reading Diaries

Children are given books to take home which are at the appropriate level. Early readers will take home a banded book (as well as their Essential Letters and Sounds phonics book) and are given opportunities throughout the week to change them. Children who no longer need a banded book (usually from Year 3 onwards) can begin to choose their own books to read with guidance from the teacher. The children are also given the opportunity to regularly visit the school library and take home a book from there.

Ideally children will read every day. Every child has a reading diary to record what they have read. Lower down the school this can be filled in by a parent/carer or the child however, higher up the school we would expect the

children to fill this in themselves and write comments about the book they have read. As the reading diary is filled in, the children can earn stickers for the number of nights they read. Teachers will check a child's reading diary weekly to ensure they are reading regularly at home. The reading diary can also be used as a form of communication between teacher and parent/carer.

Hearing texts read aloud

This forms an important part of our reading curriculum throughout the school; it supports the development of children's vocabulary, introduces children to new texts and authors, allows children to hear what fluent reading sounds like and supports a positive attitude to reading. In EYFS children have daily story time with the adults in class, access to story CDs and 'mystery readers' (parents/carers/family members) who visit regularly. In KS1, children are read to from high quality picture books daily, in KS2 reading aloud forms part of whole class guided reading in addition to a class book/story.

The Reading Environment

All school areas provide a print rich environment. Each classroom has a book area with reading displays. The school library has a wide range of rich reading materials including picture books, fiction and non-fiction including reference books; children visit the library regularly where they are given time to browse and choose books to read in school and at home.

Additional support

Class teachers and the Senior Leadership Team monitor children's progress very carefully. In cases where children are experiencing difficulties or need challenging further, reading interventions are put in place. Some of the interventions that may take place are:

- Project Code X (LKS2) – combines phonics and comprehension development;
- Reading Recovery (KS1) – a literacy programme for younger children;
- Nessy (all year groups) – a dyslexia reading and spelling programme.

As well as reading interventions there are regular volunteer readers who read with children that need extra support.

Assessment

Classes and Key Stages will use different formative and summative assessments to monitor the progress of the children. These can include:

- individual children's word recognition of high frequency words
- learning cards that are regularly ticked off against the relative year groups National Curriculum objectives (these are then shared with parents and carers)
- Standardised reading tests

At the end of every term, class teachers meet with a member of the Senior Leadership Team (SLT) to discuss progress; children who are not making progress or who have plateaued are monitored during these meetings and appropriate intervention is put in place in order to move children on in their learning.

Parental involvement

Co-operation and support from parents and carers is essential if a child is to become a successful and competent reader. At William Fletcher Primary School, we work hard to develop a strong partnership between home and school. When a child is in EYFS their parents and carers are invited to a meeting to learn about the school's approach to phonics and reading and how they can support their child at home in this area. Parents and carers are actively encouraged to regularly read with their child at home; this continues all the way through their child's time at William Fletcher. To further support parents and carers with home reading, we have held curriculum evenings with a focus on reading. During these evenings we explore areas such as: phonics, reading progression, reading for pleasure, practical ways to help children with reading, spelling, VIPERS comprehension, reading tests and do library tours.

Reading initiatives

We have regular author visits (including virtual meetings), we do reading challenges/events and displays and celebrate World Book Day with a range of activities.

Equal opportunities

In line with the school's Equality and Inclusion policies we believe that all children are entitled to high quality teaching and learning.

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