

Pensby Primary School



Reading Policy

English and Maths Subject Team- January 2022

RATIONALE:

We are committed to developing the reading skills of our students through a clear, consistent, whole school approach. Reading is a lifelong skill vital for independent learning and is therefore given the highest priority. As a school, we work together to share the responsibility of developing our young people's ability to communicate, use language and understand that words carry meaning. We strongly believe that success in reading has a direct impact on progress in all other areas of the Curriculum and it is crucial in building an individual's self-confidence and motivation. Language and Communication development is the key to success for our young people

AIMS:

At Pensby Primary, we whole-heartedly believe that reading is of vital importance to all children. We believe that it is our moral duty to ensure that all of the children in our care are taught how to read and how to understand what they have read and link it to their own lives and experiences.

We do this through teaching both word recognition and comprehension skills alongside each other. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. At all years throughout the school, the children are taught the skills they need but our aim is that the majority of the word recognition skills are taught in EYFS and KS1 so that by the time the children start Year 3 they are fluent readers able to access a range of texts. To support the children's comprehension skills, the teachers teach the children how to read like a reader wherever needed.

EXPECTATIONS:

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. To achieve this the children are expected to achieve milestones throughout their time at school. These milestones are set out for each year in a milestones document and the children who do not achieve these milestones are then targeted to catch up.

It is the expectation of the school that every class will have an established reading area or class library. This needs to be a safe and stimulating area that includes a wide selection of books organised in a way that is accessible for their age. These books will include fiction and non-fiction texts, topic books and newspapers. The reading area needs to include comfortable places to sit and questions to encourage the children's thinking. The books in the reading areas should be inclusive, diverse and representative of all our learners and communities. Children's own reviews of books or pictures of their favourite books should also be visible to develop a shared love and passion for reading and communicating about reading.

ORGANISATION & CONTENT THE TEACHING OF READING: EYFS KEY & STAGE The children in Foundation Stage Key Stage One are assessed half termly and are taught reading and phonics through the Read Write Inc Programme (RWI). Children are placed in small groups depending on their stage not age. They have a daily Read Write Inc Lesson lasting up to an hour. This lesson starts with a 20 minute speed sounds lesson which teaches oral blending, new and revision of sounds, decoding of words, reading of common exception words, decoding of 'alien words' and spelling. The remainder of the session uses a closely matched book to read and comprehend over a 3 day/5 day plan. (depending on the stage). The activities in this session teach decoding, reading comprehension and reading fluency. During these sessions children read with a partner, Teachers will circulate round children during this assessment for learning to inform the planning of future reading activities. Home Reading: children will take home a book previously read in their Read Write Inc group alongside a 'book bag book' containing the same focus sounds but an unseen story/text. This ensures that books are suitable for their fluent reading ability and will build reading confidence and ensure success when reading.

KS2:

When children are ready to move off the RWI scheme they will be taught reading through the following activities. Whole Class Reading: The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching, rehearsing and applying reading skills (word, sentence and text level). These follow the

VIPERS focus; Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence/Summarise. Home reading: Children are supported to choose a book that is closely aligned to their reading needs. Children will read to an adult either daily or at least weekly depending on their progress.

KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: <https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework>

| Vipers heading | Content Domain reference | Content Domain Description |
|----------------|--------------------------|---|
| Vocabulary | 2a | Give/explain the meaning of words in context |
| Infer | 2d | Make inference from the text/ explain and justify using evidence from the text. |
| Predict | 2e | Predict what might happen from the details stated and implied. |
| Explain | 2f, 2g, 2h, | 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 | 2b | Retrieve and record key information/key details from fiction and non-fiction |
| Summarise | 2c | Summarise main ideas from more than one paragraph |



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Guided Reading: Guided Reading may take place in a small group, or as a class. At this stage the focus moves from the ability to decode to the deeper understanding of texts using a range of prediction, comprehension and inference skills. The texts chosen for these lessons will be matched to the children's reading ability with sufficient challenge incorporated. This

reading is supported and therefore is set at an aspirational level. The texts will be linked to children's future writing activities or have cross-curricular links.

Other methods for teaching reading are outlined below:

- modelling and discussing the features of written texts through shared reading of texts;
- giving direction to develop key strategies in reading;
- demonstration - e.g. how to use punctuation when reading, using a shared text;
- explanation to clarify and discuss e.g. need for grammatical agreement when proof reading;
- questioning - to probe pupil's understanding of a text;
- investigation of ideas - to understand, expand on or generalise about themes and structures in fiction and non-fiction;
- discussion and argument - to justify a preference;
- provision of a wide range of fiction and non-fiction genres, for the children to choose from.

STORYTIME:

Teachers will select texts which are linked to a class' topic work or books to be studied in Literacy. These texts are read aloud by the teacher. We believe that giving children the opportunity to hear an adult/teacher read to them develops a child's ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary.

INCLUSION AND INTEGRATION:

In line with the Special Needs and Inclusion Policies, and the Primary Framework Strategy, Pensby Primary School believes all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion.

Through our teaching of reading, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Teachers provide support with reading and communication skills through:

- Using texts that motivate children to read
- Using visual and written materials in different formats
- Using ICT to support where necessary

MONITORING:

The English subject team will monitor and evaluate the teaching and learning of reading on a regular basis across school, to ensure continuity and progress is evident. Every half-term, teachers will assess children's reading skills using the school tracking system. Half Termly Pupil Progress Meetings require progress and attainment and allow teacher, English subject team and Head Teacher to agree strategies to be used to ensure progress. If a concern about a child's progress is raised then a specific intervention programme will be provided and is tailored to their learning needs. Pupils will also be assessed through a formal reading test assessments. Each teacher will then be able to gauge the child's strengths, areas for development and the progress made, and use this to plan future provision.

ASSESSMENT & RECORDING:

For early reading, upon entry to Reception, a baseline assessment is completed for each pupil. Phonics tracker is then used systematically to monitor progression in phonics skills across EYFS and Key Stage 1. Identified pupils in EYFS and Key Stage 1 may receive additional

phonics teaching in the form of a small group or 1:1 intervention depending on their need. Teachers carefully monitor those children at risk of not meeting the standard and we continue to track this as the children progress through Key Stage 2. Once children move away from RWI phonics texts, children will be assessed using the Reading Benchmark assessment, providing teachers with a levelled assessment alongside a reading age test. This helps teachers gain an overall view of their reading strengths and challenges in order plan for their next steps of learning.