


# Reading Policy

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<b>Status</b> <i>(Statutory / Advisory)</i>	Non Statutory	<b>Review Cycle</b>	Annually
<b>Last Review</b>	September 2023	<b>Next Review Date</b>	September 2024
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## **Reading Policy**

This Reading Policy is implemented from Year 2 – 6. The children in Pre-School, Reception, Year 1 and partly Year 2 will be accessing Phonics. The way phonics is implemented is covered in our Phonics and Early Reading policy. We believe it is fundamental for children to gain the fundamental building blocks to reading through a systematic, synthetic approach to phonics, as this helps them with decoding, reading and comprehension throughout school.

## **Our Whole School Curriculum Intent**

At Finlay, we intend to teach a curriculum that is engaging, relevant and purposeful to all learners. We ensure that our curriculum allows all pupils to achieve and succeed in line with National expectations. We aim for our curriculum to allow all children to develop their knowledge, skills and understanding in line with the National Curriculum (Key Stage 1 and 2) and the Early Years Framework (Pre-School and Reception)

In addition to this, we have identified five core values which are integral to the learning experiences we provide for all of our children. We therefore aspire for our curriculum to allow pupils at Finlay Community School to leave with a **SMILE**: Social Awareness, Mental and Physical Health and Wellbeing, Independence, Life Skills and Excellent Aspirations.

### **1. Intent:**

At Finlay, we intend for our children to become enthusiastic, motivated and fluent readers, who are confident in reading a variety of genres and text types. We aim for our reading sessions to provide children with the opportunities to develop: word reading, wider decoding skills, comprehension and fluency. We also aspire for our children to develop a 'love of literature' and an enjoyment of reading for pleasure. In line with our whole school curriculum intent, a structured, cohesive approach to teaching reading allows our children to develop basic life skills that allow them to achieve and succeed in later life.

### **2. Implementation:**

#### **2.1: What skills are taught in reading?**

At Finlay, we follow a VIPERS approach to reading. The children have access to a differentiated, age-appropriate text and class teachers ensure children then develop their VIPERS skills in response to this text.

V: Vocabulary

I: Inference

P: Predict

E: Explain

R: Retrieve

S: Summarise/ Sequence

The children will focus on one, occasionally more than one, VIPERS skill per lesson. This allows teachers to directly teach children the required skills to be able to answer this question type. The VIPERS skills are also



in line with the end of KS2 National Curriculum expectations, and are the areas covered on the KS2 SATS Reading paper. These skills have been broken down into a skills progression matrix, so although Year 3 and 6 for example are working on vocabulary, the skills they are developing are differentiated and progressive. We have a Finlay Reading Skills Matrix for Year 2-6 which class teachers use to help them when planning and writing their own questions.

## **2.2: What texts do the children read?**

Class teachers are encouraged to use a wide range of texts in reading lessons so children are exposed to different genres, authors, layouts and styles.

New texts are shared with children through pre-teach sessions, led by the class teacher or teaching assistant.

Class reading novels have also been chosen and allocated to every year group.

Text types include but are not limited to:

- Fiction books
- Fiction extracts (opening chapters for example)
- Newspaper reports
- Poetry
- Biographies and autobiographies
- Non-fiction, factual pieces of writing: Non-chronological reports.
- Leaflets
- Song lyrics

## **2.3: How often is reading taught?**

Reading is taught every day across the school, whether this is phonics or reading. The children are discretely taught the skills required for reading for 45 minutes, five times a week.

## **2.4: How is reading taught? What does this look like in the classroom?**

We teach reading through a whole class teaching model. Children sit in mixed ability groups.

Each reading unit is split into two/three texts, which are linked in some way. For example, they might have the same author, similar themes, have an element of adventure or link to a non-fiction topic, for example global warming. All children read the same text, which is aimed to challenge all readers. Readers have their own copy of the text, which can be annotated during the lessons. The sessions are led by the teacher, while the TA 'helicopters' and works with pairs/groups of children.

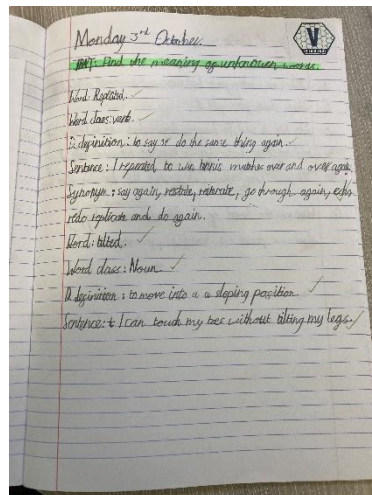
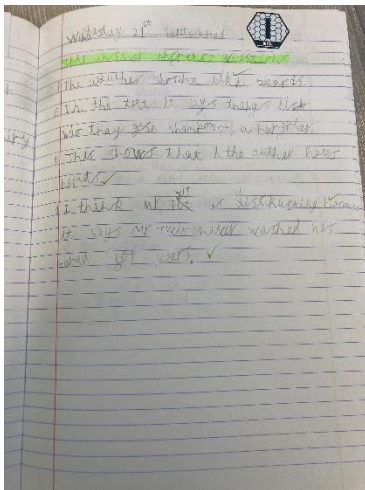
Every lesson, children read the text for that part of the unit. This can be done in a number of ways to increase fluency and intonation. Strategies include, but are not limited to; teacher reading, choral reading, echo reading, partner reader, independent reading.

Comprehension is taught explicitly, and all skills are covered (vocabulary, infer, predict, explain, retrieve, summarise). There are also regular opportunities to practice oracy, through group/pair discussions.

## 2.5: How is this recorded?

Every child has a reading exercise book, to record their written responses in. We encourage children to write in full sentences, and uphold the same standards of presentation and spelling/grammar/punctuation. Work is marked/feedback is given and children are expected to respond to this in purple pen. Children's question sheets have clear TBATS and the VIPERS hexagon on the page to indicate which skill is being developed. This provides a visual reminder to children.

Here are some examples in children's books.



## 2.6: Reading for Pleasure

As mentioned in our Intent statement, we aim for children to develop an enjoyment for reading and a love of literature. At Finlay we share a story **every day**. Story time has a huge part to play in gaining an enjoyment for stories. Class teachers have the discretion to choose their own stories, but are encouraged to expose their children to a range of genres, text types and authors.

Children are also expected to read at home at least 3 times a week. The children have a yellow reading record which is sent home and parents are asked to sign to say they have listened to their children read. Children's reading books are linked to their reading level, and closely linked to their phonics phase in EYFS and Year 1. Children are also encouraged to read books they enjoy too.

Every year group has a recommended read list, which is displayed on the class reading display. These are books which are age appropriate and high quality which children can read as part of their home reading.

Children also have access to the library where they can choose a library book to read at home.



## **2.7: Classroom Learning Environments**

Each classroom is required to display the Reading VIPERS hexagon posters, which can be referred to when teaching. It is also an expectation that there is an inviting and engaging reading area/book corner in each classroom with appropriate reading materials available. We also have a school library, which the children have access to in a weekly class session as well as after school slots where children can return and choose a new library book with their parent/carer. At the front of school we also have an adult library where parents/careers and staff can borrow books.

## **3. Impact**

### **3.1: How do we measure impact?**

The impact of our curriculum can be measured and monitored in a variety of different ways. As a school, we use Insight to monitor and measure progress in the core subjects: Maths, Writing, Reading and Science. Insight allows all class teachers to colour code statements using different colours to indicate if pupils are Working Below, Working Towards, Working at the Expected Standard or Working at Greater Depth. Insight teacher judgement then allows subject leaders and the curriculum lead to cross-reference statements to evidence in books. At the end of each term (Autumn 1 and 2, Spring 1 and 2 and Summer 1 and 2), class teachers will assess pupils' learning, by completing a data drop, indicating which level they feel the child is working at, backed up with the evidence they have colour coded. Subject leaders/ curriculum lead can then download progress reports to look at whether children are on track and making satisfactory/good progress. They are able to also look at attainment for different pupil groups.

In addition to summative assessment, we regularly monitor teaching and learning to see the impact that the learning experiences and opportunities are having for our children. To monitor the impact, the Curriculum Lead or Subject Lead could complete:

Lesson observations

Work sampling

Talking to staff/pupils (pupil conferencing)

Monitoring plans

Analysing data

Teacher evaluation/pupils

Display – visual evidence, photographs, ICT etc

Resources – audit use and accessibility

Questionnaires

External views from School Improvement Partner (SIP) or Teaching and Learning reviews.



Finally, we use published data to look at the impact of Reading across our school. We are able to use the Phonics Screening Check results, end of KS1 assessment and the end of KS2 statutory assessment to look at the percentage of children achieving or exceeding the expected standard, as well as comparing ourselves nationally. We also use Ficher Family Trust to download detailed data analysis, looking at the attainment of different pupil groups.

### YARC assessments

At the beginning of the autumn, spring and summer terms we assess the children's reading age for Reading Accuracy, Reading Rate and Reading Comprehension. The results from these assessments allow us to see which children need additional reading interventions. We use Fast Track Phonics from Read Write Inc and Rapid Reading as our reading interventions. We then track the progress each child makes during the intervention and reassess after half a term of the intervention which determines if the child needs further reading interventions.

### Reading books for home

Children take home an age appropriate levelled reading book (either from the RWI scheme or an Oxford Reading Tree book) and a 'Reading for Pleasure' book which is from the main school library or classroom library. The borrowing of these books will be recorded and if any of these books are lost or damaged there will be a £5 fee to replace the book.

Children are expected to read at least 3 times a week at home. Each read needs to be recorded in the child's reading record. Praise Points are given as a reward for reading for 3 or more times a week.