



# Reading Policy:

This reading policy has been designed as a working document, which reflects the ethos and practice within the school in relation to the teaching of reading. It has been written with due regard to the requirements of the English National Curriculum (2014) and it will be monitored and evaluated according to changes within these documents as and when they arise.

## Reading and The National Curriculum

The aim for English in the national curriculum is “to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

In terms of reading, the national curriculum for English aims to ensure that all pupils:

- ✓ read easily, fluently and with good understanding
- ✓ develop the habit of reading widely and often, for both pleasure and information
- ✓ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ✓ appreciate our rich and varied literary heritage
- ✓ write clearly, accurately and coherently, adapting their language

## Intent

At Kniveton Primary school, we believe that reading is a fundamental skill for life and teaching our children to become articulate readers is absolutely integral to what we do, ensuring that they possess the essential skills and enthusiasm to learn for the rest of their lives. It is our intent

- ✓ To teach the essential skills of reading
- ✓ To promote a culture of reading for learning
- ✓ To develop a life-long passion for reading
- ✓ To facilitate independent learning and progress across the curriculum.

## Implementation

Reading underpins everything we do at Kniveton. By teaching reading, writing and grammar through a variety of text types, we hope that children gain a wide understanding of literature and genres. We teach our children read accurately and fluently using a range of strategies and to understand and respond to what they read through reflection and discussion about the text. Through our curriculum, we hope to encourage children to develop a love of reading and become confident, fluent and independent readers.

## **I Reading skills lessons**

Reading skills lessons take place weekly in every year group across the school for 20 to 30 minutes. Within these sessions, teachers model reading strategies during whole class reading sessions. These involve high quality texts which are read with the children as either whole class guided reading, paired or small group reading sessions and provide an opportunity to teach children specific reading skills. Questions are planned by teachers in advance to help children access a range of skills to help them to develop a greater understanding of a range of both fiction and non fiction reading materials.

In Key Stage One and Two this takes the form of 'VIPERS' – Vocabulary, Inference, Prediction, Explain, Retrieval and Sequencing. These skills help to widen children's vocabulary and develop their levels of comprehension.

In our reading lessons, we use reading VIPERS (based on materials from 'The Literacy Shed') to help support our pupils to understand what a good reader looks like and how to approach answering reading questions.

VIPERS is an acronym which stands for:

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence (KS1) or Summarise (KS2).

All children work on VIPERS during class reading whether this is reading as a class, in a small group or one to one with an adult. We encourage children to orally talk through their answers before formally recording their answers. Children do this in a variety of ways such as discussing the answer first with their peers and/or an adult and then writing their best answer.

In addition to the skills based lessons, pupils also access 'quick comprehension' activities each week to develop their speed and fluency in reading and responding to questions that draw upon a range of reading skills.

## **II Individual Reading / Reading at home**

All children will read 1:1 by to adult in school at least once a week, to develop their reading fluency. They will read a book from the school's reading scheme appropriate to their ability. In Key Stage 1, pupils will read three times a week in guided reading sessions to develop skills in fluency, prosody and comprehension (see our Early Reading Policy for more on this).

Some children may receive more support in reading, some reading every day and some reading at least two times a week if they are working below age related expectations. The class teacher monitors each child's progress on a regular basis and children will move up book bands using evidence from reading skills lessons, reading assessments and depending on the child's fluency.

### **III Reading in the curriculum**

We teach our English lessons ‘through a text’ with carefully chosen books underpinning all of our units of work. This ensures that pupils are exposed to a wide range of text types throughout their time at Kniveton.

In other subjects, such as History, a class read may be chosen to link to a particular topic for example a story set in Ancient Egypt. This gives the children the understanding that reading has real relevance and purpose.

### **IV Reading for pleasure/enrichment**

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g. ‘World Book Day’- where children are immersed in storytelling, author quizzes, book discussions and the opportunity to dress up as a book character and share their favourite books.

Teachers read to their class most days, enjoying class stories that are occasionally linked to work in other subjects or voted for by the class. Additionally, every class enjoys quiet reading and library time daily.

On Wednesday’s the children enjoy class reading assemblies that are linked to stories from the Bible. This often prompts great discussion and interest from the children.

### **V Equality and SEND**

All of our children have equal access to reading lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development.

Children who need specific reading interventions are identified early and the impact of interventions is carefully monitored. Teachers work closely with the SENCO to adapt materials for children with dyslexia and reading difficulties. For example, we use a range of resources such as: Toe by Toe, Rapid Catch Up phonics and Reading Rocketeers to support pupils who need to develop their reading fluency.

### **VI Our reading environment**

As well as bright and colourful reading displays, every classroom has a quiet reading area with access to the library books. This is because we want our children to associate reading with relaxing and learning independently.

### **Impact**

We monitor the impact of our reading curriculum in a number of ways but most importantly, we want our children to love reading. It is our aim to ensure that our children are enthused and able to talk about a range of texts with confidence.

## **I Progression**

In order to ensure that pupils progress in their reading skills, teachers follow a planned progression, building on skills from previous years. Please refer to our specific progression documents for English to see details of the content and skills taught from Reception to Year 6 in reading.

## **II Assessment**

Children's fluency is assessed on a regular basis through individual reading as well as in whole class reading skills lessons. Teachers use a termly 'reading fluency' assessment to ensure that children are reading books that are the correct level of difficulty and challenge.

In addition to this, all children are assessed termly using standardised reading tests. In Key Stage One, test papers are used for Year One and Two that mirror statutory assessments in Year Two. In Key Stage Two NFER tests are used to assess reading comprehension termly.

Our reading assessments ensure that children are reading on the correct book bands and are making progress. Any child who is not making the progress expected is identified by the teacher and support is put in place to further practise their reading fluency and skills. We also run intervention groups for pupils who may need more practise in developing their reading fluency (Catch up phonics/Toe by Toe) or reading comprehension skills (Reading boosters).