THE MEADOWS PRIMARY SCHOOL

Reading Policy – Appendix C

Aims

Our aims are:

- to enable our pupils to read confidently, fluently, accurately and with understanding.
- to teach children to employ a full range of reading cues - phonic, graphic, syntactic, contextual -to monitor, correct and make sense of their own reading.
- to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.
- to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.

Principles for the Teaching and Learning of Reading

In order to deliver the above, we will meet the objectives outlined in the National Curriculum and EYFS Framework, 2021. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genre appropriate to their reading abilities. *Please refer to the phonics policy in relation in the specific programme we follow.*

Our children will have the opportunity to read 'real' books, newspapers, big books, posters, information booklets, reading scheme books and ICT based texts on individual computers and interactive Whiteboards. Throughout the school, children will be given opportunities to be immersed in an environment that is rich in print and possibilities for communication. They will use communication, language and literacy in every part of the curriculum, and are given opportunities to speak and listen and represent ideas in their activities.

Early Strategies for the teaching of Reading

At The Meadows Primary School, reading is taught alongside phonics through a daily Read Write Inc. Lesson in EYFS, Year 1 and Year 2 (*please refer to our phonics policy for additional information*). This initiative promotes a strong and systematic emphasis on the teaching of phonics to aid the teaching and learning of reading. As part of this scheme the children will be taught to:

- discriminate between the separate sounds in words;
- learn the letters and letter combinations most commonly used to spell sounds;
- read words by sounding out and blending their separate parts;
- study written representations of a sound and how it looks;
- recognise on sight vocabulary identified as 'Red words'
- Read a range of high frequency words.

Strategies for the teaching of Reading in Years 2-Year 6

During whole class reading sessions, teachers will use a wide range of strategies to enhance the teaching of reading. Some of these 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.

Strategies to Enhance the learning of Reading

We believe that in order for children to foster an enjoyment of reading and in order for them to understand the texts they read, they must be at the centre of their own learning. Some of the strategies used to enhance independent learning are outlined below:

- We are aware that all children are individual and have preferred learning styles. Therefore, we aim to provide children with a range of visual, kinaesthetic and auditory experiences, which will enhance and improve their reading skills.
- Children will be made aware of/involved in determining the learning focus of the reading session by using VIPERS (see the end of the document) and will have a clear understanding of what the teacher is looking for in their reading/analysis of the text.
- Children will be given oral feedback about their reading, in order to help them develop
- specific aspects of it further, aiding progression.
- Reading tasks/books will be appropriately matched to end of year expectations/ specific needs in the classroom (differentiation).
- Staff seek opportunities to promote reading through additional curricula activities such as library visits, author talks, book week celebrations through the school year.
- The school promotes reading through a reading award scheme where children receive
- bookmarks, certificates, pens and book tokens for accumulated reads.

Key Stage 1 and Key Stage 2

When children are ready to move off the RWI scheme, they will be taught reading though the following activities.

Whole Class Reading:

The whole class shares a text, which is based on year group expectations, 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). Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed). The Reading Vipers are used in both KS1 and KS2. The main difference being in the S.
Sequence- KS1
Summarise-KS2

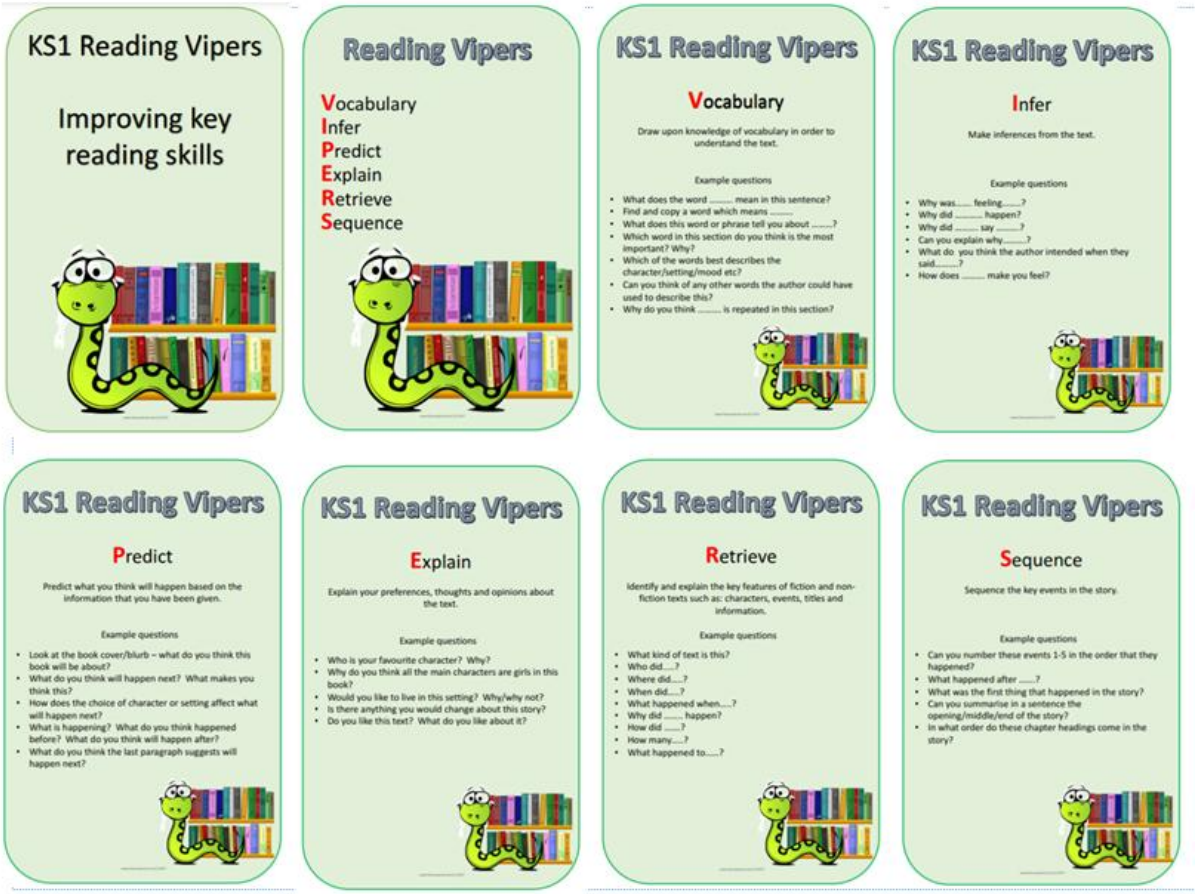
In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

Key Stage 1

In Key Stage One children reading skills are taught and practised using the VIPERS during whole class reading sessions.

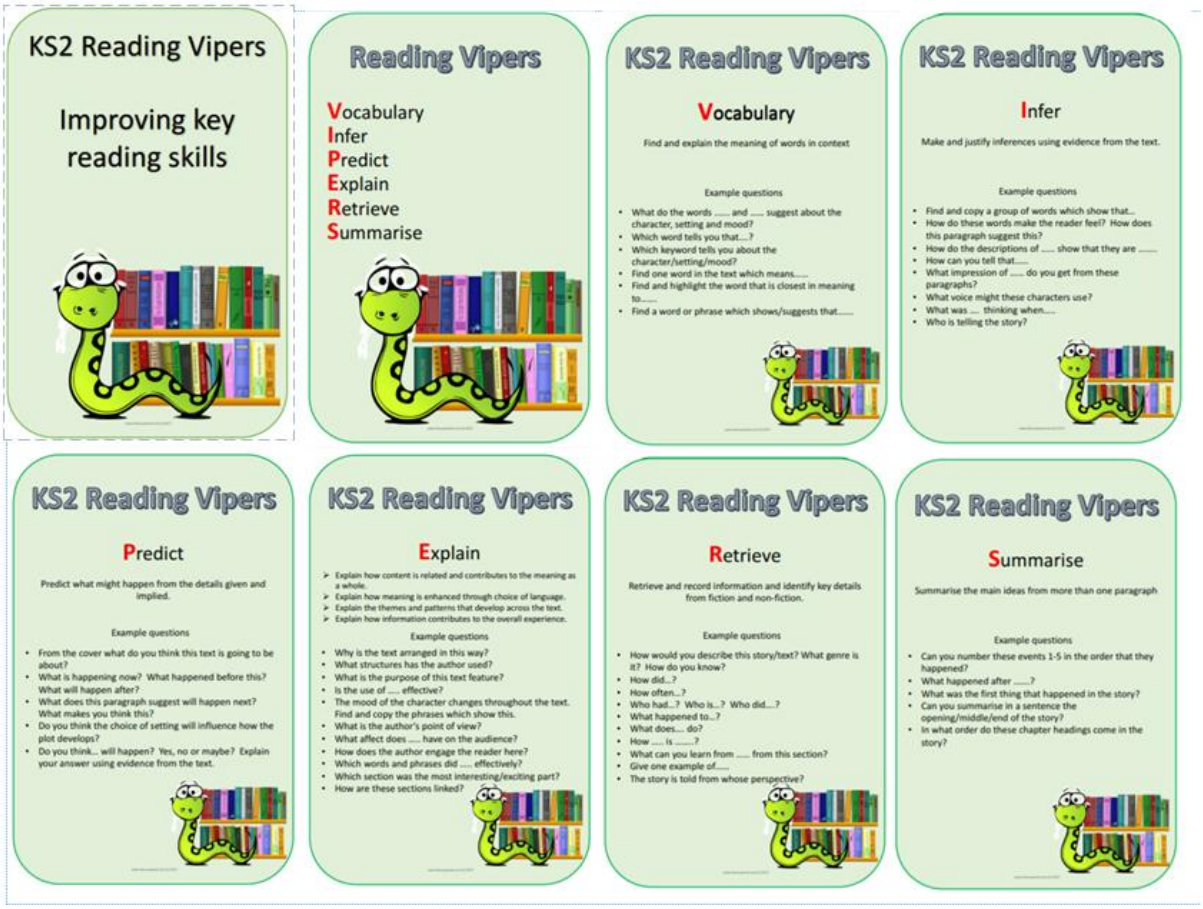
KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict



Key Stage 2

In Key Stage Two, children's reading skills are taught and practised using VIPERS during whole class reading sessions.

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain



Wider Reading Activities

As well as the class reading described above, children's reading is taught through the following wider reading activities:

Story Time:

Teachers will select texts which are linked to the class Pathways to Write unit. 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.

Library Skills:

Children have access to the library and the internet for research purposes, when appropriate, developing skills needed to locate and effectively use information. Each class also has regular opportunity to access the library weekly for children to choose books to read for pleasure.

All children will be encouraged to borrow books from the library or class collections, and share these at home during independent reading time. This book choice may be at a different level to the child's reading level as this is driven by the child's choice and may be a book which is more appropriate to share with an adult.

Reading Buddies:
Children in younger year groups, who particularly struggle with reading, are given the opportunity to read with other children who are more fluent readers. This opportunity not only helps to develop the child's fluency, understanding of a text and to experience modelling of good reading practices, but also allows them to build on their interpersonal and social skills.

Volunteer Reader
The school is lucky to have a number of volunteers (parents, carers, community members, who come into school to hear children read. These individuals are under the direction of the class teacher. This opportunity not only helps to develop the child's fluency, understanding of a text but helps build confidence in reading.

Parental Involvement:
Parents are urged to share books with their children and hear their children read at home daily. Younger children, or children requiring additional support with their phonics skills will have access a RWI book matched to their reading ability. This may be a hard copy, or an e-book, or both. Once children have completed the RWI programme, they will then have access to coloured book band books following the Oxford reading system. Children will also have access to online reading aids and books e.g. RWI, Nessy, Epic Reading, Teach Your Monster to Read, Read Theory. Parents are encouraged to use the online platform, Seesaw to make a written comment about how their child read.

Strategies to Ensure Progress and Continuity

- The English coordinator will monitor and evaluate the teaching and learning of reading on a regular basis across school, to ensure continuity and progress is evident.
- Pupils who follow the RWI programme will be assessed half termly and grouped according to their specific needs. Outcomes and progress are monitored.
- If any pupils begin to fall behind from their end of year outcomes, additional provision will be allocated so that pupils have the opportunity to catch up swiftly.
- In every term in Years 1 - 6 teachers will assess children's reading skills using a standardised test. We currently either use National Test Style (NTS), or Year 6 Standard Attainment Tests (SATS).
- The phonics screening check is used to assess phonic knowledge from Year 1.
- If, after analysis of data using the school's tracking system, a concern about a group, or individual's progress is raised, then the English coordinator will, in discussion with the class teacher, organise additional provision so that the pupil(s) have the opportunity to catch up swiftly.
- Twice yearly Pupil Progress Meetings with Parents to discuss progress and attainment are held.

Equal Opportunities and SEN

In line with the Special Needs and Inclusion Policies, and the Primary Framework Strategy, we believe that 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 (RWI book bags, online access to RWI books, Nessy, Epic Reading, Teach Your Monster to Read, Read Theory)
- Using visual and written materials in different formats
- Using ICT