



St. Margaret's C of E Primary School

Reading Policy

Written: October 2021
Date for review: October 2022

Head Teacher's signature

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Chair of Governor's signature

A handwritten signature in blue ink, appearing to be a stylized name.



Loving God – Serving Others – Fulfilling our Potential

Reading Policy October 2021

The Importance of reading

“Reading is not just pronouncing written words. Children who become avid and accomplished readers focus on making sense from the start: they develop a habit of mind that expects the words they decode to make sense.” (Dombey et al., 2010:5)

Reading is a skill we use every day. It is a means of communication by which we can acquire knowledge and new ideas, gaining a greater understanding of the world around us. At St Margaret’s, we believe that reading is the key to unlocking the desire to learn and to keep on learning. We see reading as a way to open doors for children, to different lives, different places, different ways of thinking and a world of knowledge and information. As well as this, we see reading as a way to encourage the development of a child’s imagination and creativity and belief in themselves.

We aim for children to leave our school as confident, literate members of society who are able to access, process and contribute to the ever-growing world of information that is evolving around them.

To achieve this we have the following over-arching aims for the teaching of reading at St Margaret’s. We aim to:

- Enable our pupils to read for enjoyment, confidently, fluently, accurately and with understanding.
- Employ a full range of reading cues – phonic, graphic, syntactic, contextual – to monitor, correct and make sense of their own reading e.g. miscue analysis.
- Foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- We aim to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- Develop a suitable technical vocabulary through which to understand and discuss their reading.
- Develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.

In order to pursue these aims, our rich reading curriculum needs to encompass three key elements:

- Reading to children
- Reading with children
- Reading by children

Good practice in teaching reading

Good practice includes highly trained and effective staff who undertake rigorous reading assessments which are used effectively to plan daily reading sessions based on assessed needs. At the heart of reading is a strong emphasis on oral language development, which is crucial in the early stages of reading. We believe that the role of talk is essential – chatter matters. Story time, reading to the children, literacy rich environments, including book corners, also play a key role.

In the Foundation Stage and Key Stage 1, this is encompassed in daily streamed phonics sessions, guided reading groups and through story time discussions. In Key Stage 2, daily guided reading sessions and class reads support a child’s journey to becoming an experienced reader.

Underpinning all of these elements, is a broad and rich reading curriculum which engages teachers and children alike—a curriculum which builds on children’s own experiences and interests, makes use of the environment and fosters an atmosphere in which all languages, dialects and traditions are valued, promoting a positive reading ethos throughout the school.

Reading to Children

"Every time we read to a child, we're sending a 'pleasure' message to the child's brain". (Trelease, 2013:6)

At St. Margaret's, all pupils have a dedicated 15 minutes reading slot every day, where they are read to. Reading aloud to children develops their understanding of how narrative works. They can access texts which go further beyond their reading ability and act as a gateway to accessing more complex texts. It helps children to recognize that stories have plots, characters and settings. It helps children to gain a familiarity with written language, which is different to spoken language.

Reading aloud to children enables them to develop a rich and broad vocabulary which can be used in their own vocabulary and writing. Teachers select high quality texts to read aloud from the CLPE recommended book lists. These book selections often support and enhance the Power of Reading key texts taught within English lessons. The use of quality texts ensure that children become engaged and develop a positive attitude to books and reading.

Alongside reading aloud and oral storytelling, sits the power of song and rhyme. Learning songs and nursery rhymes supports the skills needed before or during 'formal' reading. Songs which tell stories support inexperienced readers to tackle complex themes and story patterns. Young children need to experience lots of songs, rhymes, repetition and high quality talk throughout their school day.

Reading with children: Guided Reading

"The goal of Guided Reading is to develop a self-extending system of reading that enables the reader to discover more about the process of reading while rereading. As children develop these understandings they self-monitor, search for cues, discover new things about the text, check one source of information against another, confirm their reading, self-correct and solve new words using multiple sources of information." (Iaquinta, 2006:414)

A balanced reading program includes a range of reading experiences, levels of support and methods of instruction including Shared, Guided and Independent reading. Whilst Shared Reading gives an opportunity for whole class teaching, Guided Reading is a group approach that supports children while they work with others of similar ability with the same text. Throughout KS1 and KS2 (from Year 2 upwards), we use the VIPERS approach to directly teach focussed comprehension skills. This approach links directly to the reading domains of the National Curriculum.

At a Glance- Agreed Procedures

- Guided Reading sessions take place 5 times a week and lasts for 30 minutes
- Work should be focused around reading VIPERS skills (vocabulary, inference, prediction, explaining, retrieval and summarising)
- Learning Objectives are taken from the National Curriculum and should always be reading focussed even if the outcome is written.
- The books used for Reading sessions should be more challenging than the level that the children have for their reading book which they take home and must be a high quality text
- The class teacher must differentiate their lessons to involve all groups of learners
- Each child should have a Reading Journal to record a variety of types of work that ensures that the Vipers are met. The member of staff that taught the lesson should acknowledge all of the work completed.
- Lesson plans using the school format must be completed in advance of every session and evaluated after each as part of assessing pupils progress
- Plans are shared across the year group to ensure consistency of teaching
- Marking and Feedback Marking of work in Reading Journals is initially undertaken by the teacher then worked through with the children at the beginning of their next session/separate session. Intervention is provided when necessary.

Reading Groups organisation across the School Early Readers (Reception, Year 1)

Children will be split into very small groups of 1, 2 or 3 children based on their reading stage and ability. This is possible when reading is taught in conjunction with a split playtime. Each group of children will be taught by the teacher, TA over the course of the week (3 out of 5 sessions). During the remaining two reading sessions, the children will be learning independently, focused on phonics reading games / activities appropriate to the phonics stage in which they are securely working and reading for pleasure and developing an understanding of our author

collections. As children's reading skills become more developed, they may move onto reading linked to a 'Big Question' where they talk with a partner about an area of learning linked to reading VIPERS. This may be recorded by an adult onto stickers but there is no expectation for children to be recording their own answers in Nursery, Year R or Year 1.

Developing Readers (Year 2, Year 3)

Children will be split into five groups. They will complete two independent reading tasks each week, which require a written response and focus upon comprehension using the VIPERS approach. They will have one session in which they are able to read for pleasure (linked to a VIPER) and two sessions of focused adult support time with both the teacher and then teaching assistant to teach reading strategies and collect detailed evidence to inform next steps.

Fluent Readers (Year 4, Year 5, Year 6)

The children will have five activities throughout the week, which they will rotate around. The children will have a pre-task which focuses on one or more VIPERS reading domain. This will have the dual purpose of children reading and absorbing the text, as well as orally rehearsing answers to key questions linked to a VIPERS focus. They will then work with a teacher to discuss the key questions and unknown vocabulary that has arisen from their reading. A follow up task will use the same big questions so that children can formally record their answer. There is also a discrete reading comprehension for children to work through independently; they read the comprehension and then record their answers. The final learning task will focus on the remaining VIPERS.

Organisation and Planning

Across the half term, children have the opportunity to access a range of texts through a range of carefully planned series of lessons. Each week, the planning should cover each of the content domain areas and allow for a rotation around the activities. Planning focuses on key questions for each activity. All teachers should have and maintain a Reading file containing any guidance, assessments, and planning using the Reading Assessment sheets. These should be made available to any member of the Leadership Team who is undertaking an observation of Reading. Please see an example of planning below:

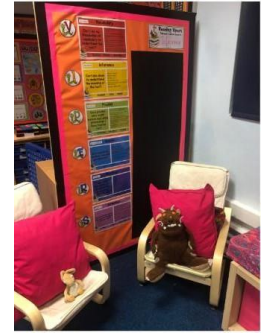


Year: 2	Date: Spring 1 Week 6					
Text: The Dragon and the Gruesome Twosome by MP Robertson		Monday	Tuesday	Wednesday	Thursday	Friday
Content Domain Areas: Adult Viper Focus CDA 2a		Group 1 Gruffalos (HA)	Group 2 Zogs (HA)	Group 3 Sticks (MA)	Group 4 Tabbys (MA)	Group 3 Tiddlers (LA)
Pupil Premium:		T focus read CDA 2a - Vocabulary	Focus 1 Ind VIP	TA focus read CDA 2a - Vocabulary	Focus 2 Ind ERS	Free Choice reading focus
Vocabulary: clambered, gruesome, roosting, flustered, crows, turrets		Focus 1 Ind VIP	T focus read CDA 2a - Vocabulary	Focus 2 Ind ERS	Free Choice reading focus	TA focus read CDA 2a - Vocabulary
		TA focus read CDA 2a Vocabulary (fluency and decoding)	Focus 1 Ind VIP	T focus read CDA 2a Vocabulary (fluency and decoding)	Focus 2 Ind ERS	Free Choice reading focus
		Focus 1 Ind VIP	TA focus read CDA 2a Vocabulary (fluency and decoding)	Focus 2 Ind ERS	T focus read CDA 2a Vocabulary (fluency and decoding)	Free Choice reading focus
		Focus 1 Ind VIP	Free choice reading focus	Focus 2 Ind ERS	TA focus read CDA 2a Vocabulary (fluency and decoding)	T focus read CDA 2a Vocabulary (fluency and decoding)

T Teaching Focus	TA Teaching Focus	Focus 1 Ind Learning Focus	Focus 2 Ind Learning Focus	Free choice Reading Focus
<p>CDA 2a Introduce GR text for this week. Children to read independently, highlighting any words or phrases they don't understand. When the children have read through all/most of the text, teacher to read the text aloud to allow children a greater opportunity to understand it.</p> <p>Having read through the text independently and hearing it aloud, discuss the words and phrases they found difficult and put them in context to help the children's overall understanding of the text (CDA 2a decoding)</p> <p>Pre-empt words or phrases prior to task to be ready with responses.</p> <p>HA/MA: Children to read aloud LA: Have the text read to them.</p>	<p>CDA 2a Listen to group readers and check understanding of language and comprehension of text. TA to make a comment in the Reading Evidence sheet.</p> <p>HA: Can I make links with other texts I've read? MA: Which word/phrase is the most important in this paragraph and why? LA: HFW flash card game for five minutes followed by five minutes of phase 2/3 phonic sentences.</p>	<p>CDA 2a, 2e, 2d To independently answer the comprehension questions associated with the GR text for the week.</p> <p>V- What does the word 'clambered' mean? I- How did George know that 'an adventure was about to begin'? P- Who might be attacking the castle? Why do you think that?</p> <p>Ext: Children to generate their own question(s) based on the text for the teacher to answer.</p>	<p>CDA 2a, 2e, 2d To independently answer the comprehension questions associated with the GR text for the week.</p> <p>R- What happened to the turrets and the walls? R- Name 3 terrible things that happened to the land that they travelled to. S- Can you number these events 1-5 in the order that they happened?</p> <p>Ext: Children to generate their own question(s) based on the text for the teacher to answer.</p>	<p>CDA 2f, 2g, 2h Explain your preferences, thoughts and opinions about the text.</p> <p>Use a reading tag to select one of the following questions and record: Key Questions</p> <ul style="list-style-type: none"> Who is your favourite character? Why? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it? Who would you recommend this book to? Why would it suit them?

Classroom Environment

All classrooms must have the VIPERS posters displayed in the reading area of the classroom. It should be displayed as seen in this image. These Reading Vipers give children a 'consistent language' across school in which to communicate their thinking linked to the content domain areas.



Reading areas should have a range of well organised, high quality books which are ideally front facing to allow for easy browsing. Each classroom has an established 'We can read' box with a collection of highly repetitive, easily accessed 'real books' to read aloud. The key *Power of Reading* text should be displayed.

Assessment

Prior to Guided reading instruction, the children are assessed and put into groups. Running record assessments are carried out during guided reading sessions and are logged on a Year Group specific grid. As reading abilities change, groups will need to be adapted to ensure that the Guided Reading session addresses the particular needs of each child.

Teachers track pupils' progress in reading at the end of each half term to ensure that assessment information is up to date (School Target Tracker). Teachers will also use PIRA assessments at the end of each term to support teacher assessment and inform future planning and interventions. Every term, each child is given a reading band using TT statements - these must be scrutinised and teachers will consider where each child best fits using their knowledge of the children and all available evidence, e.g. guided reading records /English Skills journals etc. Teachers' use their ongoing assessment sheets and a reading test to inform their judgements: these must be completed each week as required. Assessments are then used to inform future planning.

Reading by children

As with any skills learnt, children need opportunities for Individual Reading to practice and consolidate their learning. Time has been built into the school week to ensure that every class has a 30 minute library slot for undirected reading time. During the independent tasks for guided reading rotation, developing readers are directed to the reading area in the classroom to ensure that all children have individual practice reading time. Early readers may practice this skill through phonics games and appropriately levelled 'We can read' decodeable texts.

Reading at home

Reading at home provides vital opportunities for reading practice, allowing for development beyond the classroom setting. The home environment, where all members of the family are involved in reading, is a rich resource which not only supports children's reading development at school but also encourages them to read for pleasure.

In the Foundation Stage and Key Stage 1, every child will choose a colour banded book to take home each day. For inexperienced readers, teachers may decide to select one appropriate text for the child each week with an accompanying note of how to share the book with their child. We promote that parents and carers should read stories to their children that are beyond the level they can read for themselves - every evening. Children will only want to become readers if they experience the joy of listening to a range of stories, non-fiction and poetry.

Phonics at St. Margaret's-Read, Write, Inc. (R.W.I)

St. Margaret's School has adopted the Read, Write, Inc. Phonics programme. Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. It is aimed at children reading at Level 2a or below and teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Aims and Objectives

To teach pupils to:

- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so all their resources can be used to comprehend what they read.

- spell effortlessly so that all their resources can be directed towards composing their writing

Teaching and Learning Style

This is based on the 5 Ps.

- **Praise** – Pupils learn quickly in a positive climate.
- **Pace** – Good pace is essential to the lesson.
- **Purpose** – Every part of the lesson has a specific purpose.
- **Passion** – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!
- **Participation** - A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

It is important to remember to never give up! Every child can learn to read if you

persevere. Planning

Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested each term and the groups are re-organised accordingly. Teacher generated 3 planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. LSA's will be responsible for planning for their R.W.I groups, with the support of the R.W.I manager as required.

Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Pupils are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds).
- Letter names are to be introduced with Set 3.

R.W.I. across the school:

Foundation Stage: R.W.I. is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught. Once the sounds have been taught assessments will take place to determine groupings. The sessions will occur daily for 30 minutes. Within this time a 10 minute speed sounds session will occur with follow up handwriting sessions while pupils access continuous provision, in line with the EYFS.

Key Stage One: R.W.I. groups will be set across Year 1 and Year 2 following assessments carried out by R.W.I Manager, Teachers or LSA's. The sessions will occur daily for 30 minutes. These sessions will include a 15 minute Speed Sounds session followed by Reading session. Once pupils 'come off' the programme they will then move onto Year 2 Support for Spelling.

Key Stage Two: R.W.I. groups will take the form of an intervention for those pupils with the greatest need in Years 3- 6.

SEN/Able Pupils

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 or small group tuition will be identified by the RWI manager if required. Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older pupils.

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children. The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists

- decode the ditty/story
- comprehend the story 4 Each group leader is requested to keep a register to identify pupils that need extra reinforcement of a particular element that has been covered. Formal assessment is carried out each term by the R.W.I Manager, Teachers or LSA's.

Monitoring and Review

The R.W.I. manager

- ensures all pupils are assessed and designates pupils to the correct groups v assigns leaders to groups
- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary models lessons
- attends up-date meetings when they occur and reports back to the Leadership Team
- speaks with the Head teacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.