



Together Everyone Achieves More

# Reading Policy

# Values

At St Saviour's C of E Primary School, we aim to promote and implement the teaching and learning of reading, as the basis for communication, learning and personal development. We believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge. The development of reading is closely linked to speaking and listening and writing. Therefore, we encourage our pupils to consider the effects of language used by writers so that they can make deliberate choices in the writing. We believe that high-quality literature is key to motivating children to read and instilling in children, a love of literature, which will be life-long skill.

## Aims

We believe that the following principles are at the forefront of our approach to reading:

### **Rich vocabulary**

- To provide a language rich environment that promotes a culture of reading and writing.

### **Reading is challenging**

- To develop in pupils, a love of books and high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives.

### **Reading is explored**

- To explicitly teach reading strategies throughout the school that continually develop children's understanding and enjoyment of texts.

### **Reading for enjoyment**

- Children who are enthusiastic readers focus on meaning from the beginning. Reading feeds the imagination and we are enthused and stimulated by what we read. Talk is essential throughout the reading process.

### **Reading at home**

- Developing strong links between home and school reading is vital in ensuring children become lifelong readers. The school will support parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly for both independent reading and books to be read aloud.

# Teaching of Reading

We strongly believe that effective Phonics teaching and learning is essential for high attainment in reading and writing. Additionally, confidence with phonics is integral across the curriculum and used in all subjects. Achievement in this area benefits every area of pupils' development and the school as a whole. Our school's catchment area is increasingly multicultural with the proportion of EAL learners above the national average. Within this context, it is essential that our approach to teaching phonics and reading is adaptable to a range of experiences and abilities.

## READ WRITE INC

At St Saviour's, children are taught to read and write through Read Write Inc. Phonics programme. All staff have been trained on the programme and it is currently aimed at pupils in Reception, Year 1 and Year 2 who are learning to read and write.

### Children are taught to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting

### RWI focuses on using the 5 Ps:

- **Praise** - children 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 brings the teaching and learning to life.
- **Participation** - a strong feature of RWI lessons is partner work and the partners 'teaching' each other.

Each member of staff teaching a Phonics, Reading & Get Writing! group should have a box of resources including:

- Small flashcards (Set 1, 2 and 3)
- A4 flashcards (Set 1, 2 and 3)
- Simple Speed Sounds poster
- Complex Speed Sounds poster
- Fred Frog
- Set of green words
- Set of red words
- Set of alien words
- Pinny time
- Read, Write, Inc. Phonics Handbook
- Read, Write, Inc. Speed Sound Lesson Plans Handbook
- Read, Write, Inc. Get Writing! Handbook

Daily teaching of phonics takes place for 40 minutes. Pupils are assessed throughout every lesson and through teacher observation. Formal assessments are completed every six weeks. This checks individual

children's ability to recognise and say each sound and blend real and nonsense words. This assessment is then used to place children in groups with other children at a similar stage.

## **GUIDED READING MODELS**

### **KS1**

Children stay in their ability-based phonics groups for their reading lessons, following the 'Read Write Inc' program. The books they read are carefully matched to their current phonics level, featuring green words that align with the sounds they've been learning, red words that cannot be decoded using phonics, and challenge words to expand their vocabulary. After practicing these words individually, they are ready to encounter them in the context of the story. Activities like partner reading are used to build fluency, while teacher-led questions based on the Key Stage 1 content domains, along with partner discussions, help deepen their understanding of the text. Children also take part in class shared reading lessons using high quality texts for further focus on the Key Stage 1 content domains to develop their vocabulary, retrieval, inference, prediction and summary skills.

### **KS2**

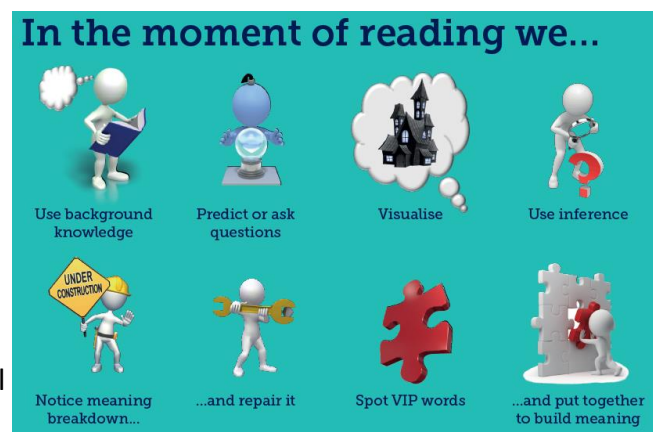
Once children are confident with 'learning to read' through phonics, they transition to 'reading to learn.' At this stage, the focus shifts from decoding words to using reading as a tool for gaining knowledge and understanding more complex ideas across different subjects. This helps them develop critical thinking and comprehension skills as they engage with a wider range of texts.

At St Saviour's, we believe Whole class reading in KS2 is an effective and inclusive strategy which allows children to access a range of texts and rich vocabulary. In KS2, a greater emphasis is placed on reading comprehension skills.

There is explicit teaching of '**In the moment of reading**' strategies, which offer a deeper understanding of the text pupils are reading. Children need to be aware of the reading skills they are using in order to give them a greater understanding of what makes a well-rounded reader.

In KS2, there is teaching of the following skills:

- Activating prior knowledge skills/background knowledge
- Predicting or asking questions
- Visualising
- Becoming detectives (inference)
- Notice meaning breakdowns and repairing
- Spotting VIP words (vocabulary)



These skills don't always have to evolve around books. It's also particularly useful for those pupils who are not the most fluent readers as they can still develop these skills without being limited to what they can decode. This may involve listening to the teacher or peers reading, using pictures, short films, texts extracts, mystery boxes or bags, investigating crime scenes...the list is endless.

Children are also explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of reading VIPERS. There are some slight differences in the skills represented by the acronym in KS1 and 2.

In KS1 the 'S' is sequencing, and in KS2 it is Summarising. In KS1, 'Explain' asks children why they have come to a certain conclusion and 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.

We focus our learning and the teaching of strategies on the Reading Domains which are visible in every classroom.

VIPERS	KS1 Reading Domains	KS2 Reading Domains
Vocabulary	1a draw on knowledge of vocabulary to understand texts	2a Give/explain the meaning of words in context
Retrieval	1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles, and information.	2b retrieve and record information/ identify key details from fiction and non/fiction
Sequence	1c identify and explain the sequences of events in texts	
Summarise		2c summarise main ideas from more than one paragraph
Infer	1d make inferences from the text	2d make inferences from the text/ explain and justify inferences with evidence from the text
Predict	1e predict what might happen on the basis of what has been read so far	2e predict what might happen from details stated or implied
Explain	why have they come to a certain conclusion? explain their preferences, thoughts, and opinions about a text	2f identify/explain how information/ narrative content is related and contributes to meaning as a whole
	1b <u>explain</u> key aspects of fiction and non-fiction, such as characters, events, titles and information.	2g identify/explain how meaning is enhanced through choice of words and phrases
		2h make comparisons within a text

Whilst the content domains are based on the National Curriculum they do not include the national programmes of study for reading at KS2 in its entirety; therefore, we also plan our lessons using the programmes of study.

### READING FLUENCY

We value the opportunity for shared reading as the teacher models the reading process to the whole class as an expert, providing the support needed. Sessions are characterised by explicit teaching of specific reading strategies. The children are expected to join in and demonstrate fluency in their reading. We are part of the HFL Reading Fluency Project and staff are regularly trained.

Teachers employ a range of different strategies such as:

- **Modelled Reading:** Teachers read aloud to demonstrate fluent reading using good modelled prosody, which helps children understand how fluent reading sounds and looks.
- **Partner Reading:** Children are paired to read together, taking turns reading aloud and offering each other feedback on pronunciation and expression.
- **Echo Reading:** The teacher reads a sentence or passage aloud, and the children repeat it, mimicking the teacher's fluency, tone, and intonation.
- **Think Alouds:** By verbalising their thinking while reading a text, teachers demonstrate how good readers actively engage with and make sense of what they read. This helps students develop their own reading strategies and comprehension skills.

## A Culture of Reading

Developing a culture of reading at St Saviour's is fundamental to the progression of the children not only in reading but across all other subjects.

In classrooms teachers will place a high value on books and reading by;

- Ensuring that the classroom has a well-designed and looked after book corner
- Caring for books through the use of school and class librarians

- Finding daily opportunities for children to read independently
- Ensuring that daily reading aloud of aspirational and engaging texts happens at the end of everyday

The school will provide additional events and activities to widen the scope of reading such as:

- Book fairs
- Reading Challenges
- Reading Awards

### **READING FOR PLEASURE**

At St. Saviour's Primary School, we are dedicated to fostering a love of reading that extends beyond the classroom. Our goal is to create an environment where reading for pleasure is an integral part of school life, encouraging every child to develop a lifelong passion for books.

Our strategies for Promoting Reading for Pleasure are:

#### **Creating an Inviting Reading Environment**

- Reading Areas: Establish comfortable and accessible reading corners in classrooms and libraries.
- Displays with strategies: Displays that feature reading strategies can serve as valuable tools for reinforcing literacy skills and supporting children in their reading journey.

#### **Diverse and High-Quality Literature**

- Book Selection: Ensure classrooms and libraries are stocked with a wide range of books, including fiction, non-fiction, poetry, and graphic novels that appeal to different interests and reading levels.
- Pupil Voice: Regularly gather feedback from children about their reading preferences to inform book selections.

#### **Teacher Involvement and Modelling**

- Teacher Reading: Model enthusiasm for reading by sharing personal book recommendations and reading aloud regularly.

#### **Engaging Reading Activities**

- Whole School Reading Challenges: Organise reading challenges and competitions to motivate children and reward their reading efforts.
- Reading Ambassadors: Hold competitions where children can apply to become Reading Ambassadors who champion a love of reading and play a key role in enhancing our school's reading culture.

### **1:1 READING**

Pupils have a range of high-quality texts in the classroom and in the school library. These help support their individual reading skills.

- Teachers are responsible for ensuring that children are taking home books appropriate to their reading level using the Oxford Reading Scheme.
- Teachers must ensure that **all** children have read 1:1 with an adult at least once a week, and 3-times a week for the lowest 20% of readers.
- Teachers must communicate effectively with parents and provide information about children's progress. This is done through reading records in pupil reading diaries.
- In KS1, staff are to observe decoding, green words and red words when listening to children read and record daily reading in Reading Folders.

- In KS2, when listening to children read, staff are required to focus on fluency, expression and reading for meaning and record daily reading in Reading Folders using the new recording sheets.

### RELAX AND READ TIME

We want to provide numerous opportunities for our children to enjoy their reading throughout the day. Each day, 'Relax and Read' sessions take place and it allows children to self-select books they want to read and independently apply the skills they have been taught in Guided Reading sessions.

### STORY TIME

To promote the love of reading, there is dedicated story time at 3pm where the class teacher reads to the children. Children can benefit tremendously from hearing their teachers read out aloud. Reading out aloud creates a positive reading experience to engage the pupils. Teachers do not just read to the class but are required to interact with them: ask questions about what has been read or the pictures they have shown.

### BOOK CORNERS

Book corners are a staple of every classroom at St Saviour's. Teachers are expected to organise their book corners at the start of the year and maintain them with the help of the children.

Book corners should contain the following:

- A range of age related texts (with options that will stretch and challenge as well as some texts that can be accessed by lower ability readers).
- A comfortable space for children to sit and read
- Key questions that children can think on when they are reading independently.
- Something that the children have created – this could be book reviews, class anthologies, reimagining of book covers, etc. These will be added to throughout the year.
- A system for organisation for texts that is appropriate and accessible for the children to use.
- Visual posters on Reading Strategies (e.g. predict/ask questions, visualise)
- Posters on Reading Domains
- Vocabulary wall



## SCHOOL LIBRARY

Our school library has themed areas for children to browse, select and enjoy their reading. It is also a place where stories can be shared, books can be loaned and children can spend quality time. There is also opportunities for our pupils to take part in reading activities such as Book Scavenger Hunts, Book Clubs and Reading Challenges. Parents are welcome to use the school library with their children to select and read books as well as loan books out.



## HOME SCHOOL READING

Developing strong links between home and school reading is vital in ensuring children become lifelong readers. The school will support parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly for both independent reading and books to be read aloud.

Children are expected to read every night at home, writing in Pupil Planners (KS2) and Reading Diaries (KS1) to share ideas about books and to keep a record of what they are reading. This is monitored systematically by support staff who liaise directly with parents if it is not happening. We encourage reading in many ways and there is a procedure for reluctant readers e.g. buddy readers, lunchtime readers, breakfast club readers, word shark.

We allow our budding readers to explore reading from an early age. The teaching of early reading skills begins in the Foundation Stage. A wide selection of early reading picture books are used from Oxford Reading Tree Scheme to track children's progress.