



Berrycoombe School Reading Policy Revised March 2021

It is our intent at Berrycoombe to provide all pupils with a high-quality reading provision which will enable our children to be well equipped to access all other learning.

We envisage that our pupils can read fluently and confidently in all subjects, across a range of genres, by the end of their primary school journey. This will be essential in developing a real love of reading and leave our pupils prepared for the next stage of their education.

In the Foundation Stage, the teaching of reading is based on The Early Years Foundation Stage (EYFS) Statutory Framework.

In Key Stage 1 and 2, the teaching of reading is based on the National Curriculum for English and what we know and believe is successful about teaching children to read. In line with the programmes of study for reading at Key Stages 1 and 2 in the National Curriculum, the following dimensions are covered:

1. Word reading including decoding using synthetic systematic phonic strategies
2. Comprehension (both listening and reading)

At Berrycoombe, we consider ourselves a community of readers. We have an extensive reading curriculum and provide opportunities for the children to access reading in the following ways:

- Read Write Inc. phonics sessions (**see separate Read Write Inc. policy**)
- **Daily READ sessions (Provision with a Read session is included as appendix 1)**
- Opportunities for daily independent reading time at KS1 and KS2
- Accelerated Reader programme at KS2
- Access to myON and ReadTheory online programmes
- Reading with the individual children particularly targeting those who need support to reach age related expectations
- Providing exciting library spaces that inspire our children to read

The teaching of reading is a multi-strategy approach to understanding the written word. **How these different strands are layered across year groups in detailed in the Reading provision document.** It involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions and lists. Competence in reading is the key to independent learning and therefore the teaching of reading is a priority for all staff. Success in reading has a direct effect on progress in all



areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should:

- Develop the ability to read aloud fluently and with expression.
- Develop the ability to read for meaning.
- Develop the skills required for the critical reading of texts.
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials.
- Be taught a range of strategies for reading including:
 - Phonic (sounding the letters and blending them together).
 - Visual (whole word recognition and analogy with known words).
 - Contextual (use of picture and background knowledge).
 - Grammatical (which words make sense).

The children have a bookmark to remind them of these strategies.

In addition to this, children should:

- Be encouraged to listen attentively.
- Gain awareness of the close links between reading and writing activities.

Read Write Inc. Phonics

All children will be taught systematic synthetic phonic skills through Read Write Inc sessions. Children will be ability grouped within their own class and lessons will be differentiated accordingly. **Please see the separate Read Write Inc policy.**

Children will be encouraged to use their phonic knowledge, segmenting and blending skills during general classroom learning. Once the children are secure with their knowledge of phonics they will 'graduate' from the RWInc phonic sessions and re-join their whole class literacy sessions which will incorporate specific daily spelling practice. Children will also be engaged in speaking, listening, reading and writing activities which allow them to explore and practice their phonic knowledge, blending and segmenting skills independently.

READ (Read, Explore and Discuss) Sessions

In our READ sessions, the teacher's role is to make clear what good readers do and encourage children to be actively involved in reading in the moment. During READ sessions, the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to gain a deeper understanding of the text. READ sessions should have a specific focus and all



abilities should be included in discussions by differentiated questions. Each class has a timetabled slot for this to take place daily for a minimum of 20 minutes.

Teachers carefully plan questions and discussion based around the VIPERS question strands (vocabulary, inference, prediction, explanation, retrieval, sequence/summary). Teachers model how children can successfully answer questions around each strand.

Each class has fiction texts, non-fiction texts and poetry mapped out in each term. Generally, these are linked to the humanities and/or science topic of that term.

See appendix 1 for visual summary

Independent Reading Time

From Year 2 onwards, there will be timetabled opportunities for periods of silent reading several times a week. Children are encouraged to keep a reading record of books which they have read linking with the home/school reading record. Children should have access to a wide range of books including fiction and non-fiction via the school library which they can visit daily. This is a transitional year with the aim that by the end of the year children have begun to access the Accelerated Reader Program.

In KS2, children access the Accelerated Reader programme. This allows children to read texts that are carefully matched to the children's ability. All children will take a series of 'STAR' tests which accurately inform the teacher of a child's current ability. This then provides children with a ZPD (zone of proximal development) range. Children are then able to self-select books from within that range. After completing a book, the children complete a short online quiz which asks them questions from the text. This informs the teacher how well the child has understood the book. Depending on a child's success, they can be moved fluidly through different book levels during the year.

myON and ReadTheory

These online reading programmes provide another strand to our reading provision. All children have a login to each of these programmes and teacher frequently encourage the use of these out of school hours.

myON provides over 5700 online books which the children can read or listen to online. They can be filtered by genre and age range. For children in KS2, they are also able to quiz on the book after they have finished reading it using their normal Accelerated Reader Quizzes.



ReadTheory provides short pieces of text across fiction, non-fiction and poetry. After they have finished reading, they complete a quiz to demonstrate their understanding. The programme increases/decreases difficulty levels depending on a child's performance.

Teachers frequently use these programmes in class for interventions and for independent reading opportunities.

1-1 Reading

Children will read independently while the teacher/teaching assistant gives focused attention to support, monitor and assess individuals as they read. This can be used to inform target tracker. The teacher/teaching assistant asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text. Children need to be given the opportunity and encouragement to read independently to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

Assessment

Teachers assess children reading ability in a variety of ways including:

- Observation of children
- Questioning (using questions linked to assessment focus during READ sessions)
- Verbal feedback from adult linked to success criteria
- Termly testing using 'Rising Stars' assessments
- STAR reading tests
- Accelerated Reading Tests
- Year 1 standardised phonics screening test (repeated in Y2 if the child did not meet the standard in Y1)
- Reading records
- Independent reading in children's READ books
- Relevant objectives on Target Tracker

Reading at home

Each child takes reading books home based on their current level of reading. Parents are encouraged to read with their children at least 3 times a week and record their reading experiences in their reading record. These records are monitored by staff and special metal star badges are given according to the number of 'reads' a child has completed at home on a



termly basis, as well as 'stinky' stickers weekly. We recognise that children make better progress when they are supported at home and when there is good communication between child-school-home.











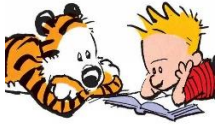
We communicate with parents by:

- Home school reading records
- Parents' evening
- Foundation Stage (Reception class) intake evenings
- Links on the school website detailing advice/free e-books/phonic pronunciation guides
- Parent Support Advisor provides advice/ support to individual families

Date created: 09/02/2021

Appendix 1

Our Approach to Whole Class Reading

		Focus	Task/Activity				
R		Read <ul style="list-style-type: none"> Engagement Expression Fluency Phrasing and Drama 	<ul style="list-style-type: none"> Teacher Led Reading Picture Hooks Snippet Hooks (analyse a small section of text) Pupil to whole class (short sections only) Paired reading (short sections only) Preview words (Vocab you will hear) 				
E		Explore/Explain <ul style="list-style-type: none"> Vocabulary Sentence structure Grammar Comprehension Prior Knowledge and explicit links to what we already know 	<ul style="list-style-type: none"> Use of VIPERS question strands <ul style="list-style-type: none"> <input type="radio"/> Vocabulary  <input type="radio"/> Inference  <input type="radio"/> Prediction  <input type="radio"/> Explanation  <input type="radio"/> Retrieval  <input type="radio"/> Summary  <div style="text-align: right;">  Key Focus </div>				
A							
D		Discuss <ul style="list-style-type: none"> Opinion/Evidence Prediction Authors intent Impact on reader Explanation Stem (I wonder if, It seems to me... This suggests) 	<ul style="list-style-type: none"> Explanation Stem <ul style="list-style-type: none"> I wonder if... It seems to me... This suggests... Grid analysis in groups <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">Like</td> <td style="width: 50%;">dislikes</td> </tr> <tr> <td>Puzzles</td> <td>Patterns and connections</td> </tr> </table> <ul style="list-style-type: none"> Character analysis (around large picture of key character) Feelings graph Group reading focus (reciprocal reading) <ul style="list-style-type: none"> Predictor Group Clarify group Questioner group Summariser Group 	Like	dislikes	Puzzles	Patterns and connections
Like	dislikes						
Puzzles	Patterns and connections						