

Berrycoombe School



Reading Policy

Revised July 2024

It is our intent at Berrycoombe to provide pupils with high-quality reading provision which enables our children to be well equipped to access 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**)
- Reading fluency sessions
- Opportunities for daily independent reading time at KS1 and KS2
- Daily sharing of a class novel
- Accelerated Reader programme at KS2
- Reading with 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).

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 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.

Fluency Sessions

Children join our fluency groups once they have completed the RWI programme. These sessions run 3 times per week and children are placed in groups based on their comprehension ability.

In our fluency sessions, the teacher's role is to model an appropriate reading speed (approx. 90 words per minute) to encourage comprehension of a text. The sessions start with a vocabulary focus where 2 new words are learnt each session and previous vocabulary is recapped. Over the year, each child is exposed to over 200 high-quality words. They learn the meaning of these by playing games and reading the words in context; children are encouraged to use these in their writing when possible.

The session then focuses on reading fluency and reading speed. The teacher models appropriate speed and intonation where the children follow on the screen. Each child then has opportunity to replicate this in pairs. The aim is for all children to read at an appropriate speed.

Following this, the teacher then models how to answer a range of question types (vocabulary, inference, prediction, explanation, retrieval, sequence/summary) to the children. The children then have a chance to answer questions independently based on the style of questions taught.

Each group covers a range of texts (fiction texts, non-fiction texts and poetry).

Class Novel

In our novel sessions, the teacher's role is to make clear what good readers do and encourage children to be actively involved in the text. During the 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. The sessions should have a specific focus and all abilities should be included in discussions by differentiated verbal questioning from the teacher. Each class has a timetabled slot for this to take place daily for a minimum of 20 minutes.

Teachers carefully plan verbal questions and discussion based around the VIPERS question strands (vocabulary, inference, prediction, explanation, retrieval, sequence/summary).

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

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.

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 'NFER' 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. 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

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Reading Fluency Lesson Structure

10 Minutes

Vocabulary

Reviewing of previously taught vocabulary. Use of agreed flashcards to teach and read vocabulary. 'My turn, your turn' as per RWI. Displayed under visualiser. Followed by one of the following games

- True and false
- Recalling definitions
- Synonyms and antonyms
- Putting into context
- Odd one out
- What's the missing word?

Half-termly vocabulary displayed on the wall. Children encouraged to use in daily life and writing where possible

5 Minutes

Reading Fluency

1. Text modelled by teacher to set desired pace (approx. 100 words - clock visible to all). Teacher uses a reading ruler and follows each word as they are reading. All children are watching on the board. Teacher reminds children to look out for punctuation and to not stop on unfamiliar vocabulary – this will be returned to.
2. Partner A read with the timer reset – child circle to word they get to after 60 seconds.
3. Partner B read with the timer reset – child circle to word they get to after 60 seconds.
4. Teacher reread if needed

15 Minutes

Question Modelling

1. Teacher clearly modelling vocabulary question under the visualiser. Talking through thinking and reasoning. All children listening and watching. Teacher highlights the vocabulary being taught as this is part of the strategy. Children should directly mirror this strategy. New vocabulary added to vocab display which is often referenced.
2. Children complete independent vocabulary question with identical structure. New vocabulary should be displayed on the wall.
3. Teacher clearly modelling retrieval question under the visualiser. Talking through thinking and reasoning. All children listening and watching.
4. Children complete independent question with identical structure.
5. Children independently complete remaining questions whilst teacher

5 Minutes

Reviewing

1. Checking answers as a group and marking/editing in green pen.
- If time, recap on previously taught vocabulary.