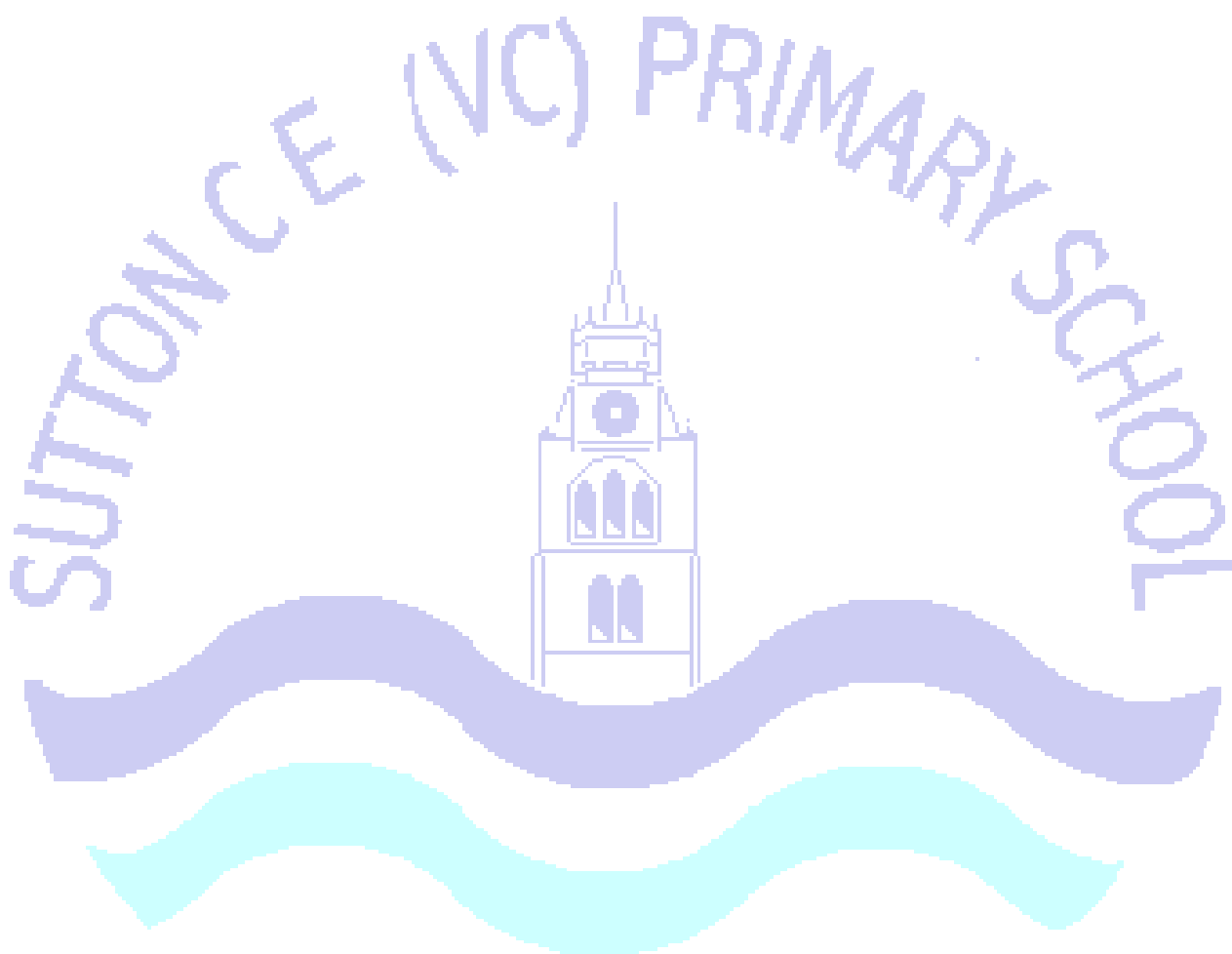




Sutton CE (VC) Primary School

Reading Policy

January 2024



Introduction

At Sutton CofE (VC) Primary School our core Christian values define our school curriculum and ethos. They are remembered through the acronym: 'STRIVE' (Safety, togetherness, respect, integrity, valued and excellence) to be the very best we can be!

Our priority for reading is two-fold, '**The Will and The Skill**': the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers.

As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies e.g. whole word recognition, using picture cues and context. As children build fluency, comprehension skills become our main area of focus and questioning focuses on skills such as re-telling, inference and prediction. We believe that high-quality literature is key to motivating children to read, so we aim to instil a love of books and other texts. Reading to our children every day helps to foster this.

In KS1 pupils are likely to be emergent and developing readers and pupils will focus on decoding using phonic strategies as required by the 2014 National Curriculum, but also on reading for meaning. Grouping pupils according to their stage of reading development is essential here so that pupils can access the chosen text, apply phonic knowledge and pay attention to sentence structures without loss of meaning. We also support children to respond to the text and to develop positive attitudes to reading.

In KS2 pupils are becoming more fluent and independent readers. Decoding has become a more automatic process and, in addition, they use knowledge of spelling patterns and grammatical knowledge to read unfamiliar words with accuracy. Over time, they will read different texts for different purposes and need to experience and develop higher order reading skills in order to engage fully and respond effectively. Inferential thinking, stating preferences and opinions and justifying them, understanding different viewpoints and considering the writer's craft are among the required skills.

The Teaching of Reading at Sutton CofE (VC) Primary

Little Wandle Letters and Sounds Revised

- Phonics is taught through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. This begins at Paintbox and continues within the second week of the child starting school in September.
- In all classes, children are grouped by ability for phonics lessons and are taught daily by either a trained Teacher or Teaching assistant.
- The assessment of progress through the Little Wandle programme is carried out regularly and this allows us to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately.
- Please see the school's Phonics and Early Reading Policy on the school website for further information on the teaching of Little Wandle.

Book Banding

As soon as the children are competent following the Little Wandle scheme, we benchmark them using the Book Banding system. This is a recognised scheme that assesses the child's fluency of reading as well as the comprehension skills that they have. As they progress through the Book Band colours, they will encounter books that are no longer phonetically decodable.

Guided Reading

Throughout the school we teach Guided Reading using a carousel model. This ensures that children are accessing texts that are aimed at their ability as well as being provided with a range of activities that are appropriately differentiated.

Early on in reading we ensure each child is taught a range of strategies to support them in their reading. These are taught using their fingers to aid memory. Below are some of the strategies taught and children are regularly reminded of these.

- Sound it out
- Look at the pictures for clues
- Read on and come back
- Segment the word
- Does it make sense?

These are then adapted as the children move through the school to suit the children.

All Guided Reading lessons are linked to VIPERS. This is an acronym that encompasses all of the skills that are required when comprehending a text and links clearly to the Content domains set out by the National Curriculum. See below:

Vera the Vocabulary Vulture



Find and explain the meaning of words in context

- This word means...
- This word tells me...
- A synonym for this word is...

Ivy the Inferring Ibis



Make and justify inferences using evidence from the text.

- This makes me think that...
- I think this character feels... because
- I think the setting is...
- I think the writer's viewpoint is...

because

Percival the Predicting Penguin



Predict what might happen from the details given and implied.

- I wonder if...
- I think will happen next
- I think I will learn...
- I predict...

because

Edgar the Explaining Eagle



Explain how or why a writer has chosen a particular layout, words or content.

- I think the author did this because
- I think it is laid out...
- I think the writer has used this word because...

because

Reginald the Retrieving Raven



Retrieve and record information and identify key details from fiction and non-fiction.

- This shows...
- I have learnt...
- is the main character
- The story is set in

Sheila the Summarising Seagull



Summarise the main ideas from more than one paragraph.

- happened first... happened next... happened last
- The chapters come in this order...
- This section is all about...

Across the school each of these skills are taught and the children complete independent activities using them as a toolkit for comprehension. As a school we have adopted memorable characters for each of the VIPERS. This is to help children recall them and understand the skill that particular VIPER is helping them to learn

In the Early Years Foundation Stage and KS1, Guided Reading happens three times a week, with each group working with an adult. This is linked to the Little Wandle programme. Books that are chosen are phonetically decodable and linked to the learning that is happening in Little Wandle. This allows the children to practice and embed the learning. Any child who needs additional practice and is not fully fluent at reading, in Year 2 or above, has daily keep-up support, taught by a fully trained adult. When the children are working independently, they will be set activities linked both to their ability and the reading skill they are being taught. The books that are used are a mixture of both phonetically decodable and not. These are chosen to ensure that the children are having the chance to use the different skills involved in reading and so they have the opportunity to be exposed to a wide variety of high-quality texts.

Examples of these are:

- Role play, puppets
- Listening station with a focus
- Activities linked to the phonics within the text they are using
- A character station- with hot seating
- Activities linked to a specific VIPERS skill.
- Story sacks, story spinners, dice

In Key Stage 2, daily Guided reading lessons take place. As children become confident readers, the sessions with a teacher become more of a focussed discussion surrounding the text rather than hearing the children read. The focus of this discussion will allow for deeper exploration of the text and be centred around one of the VIPERS as a means for text comprehension. Teachers also follow up on independent activities by marking the work completed with the children. On the days that the children are working independently, they will have activities either linked to their guided reading text or to another high quality text. The pre and post read independent activities will mainly have a vocabulary, prediction or retrieval focus. We do encourage the children to also keep up to date on current news and they are provided with activities from First News to do this.

Group 1	pre-read
Group 2	read with teacher
Group 3	post read activity related to the text
Group 4	First News
Group 5	Reading for pleasure/ library time/comprehension activity

Interventions

When a child is struggling to reach the expected level in reading, we may offer extra support to help them. Additional support is recorded on a child's Assess Plan Do Review and progress is monitored through PM benchmarking tests. The SENCO will also complete York Assessment of Comprehension (YARC) with identified children annually.

Similarly, if a child is working above age related expectations, work will be tailored to ensure they are questioned at a greater depth and have an adapted to provision to ensure they are challenged.

The interventions we use for reading at Sutton are:-

- Rapid Catch-up programme (Little Wandle)
This intervention is for any child in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching. The aim is for the child to read the final fluency assessment at 90+ words per minute. These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.
- Expanded Rehearsal Technique (ERT)
This intervention is based on a Precision Teaching Approach and is delivered by a trained Teaching Assistant, 2-3 times a day. The aim is to improve children's fluency by teaching the most common phonemes, digraphs and high frequency words.
- Additional 1:1 reading
We recognise that a child needs to read and hear stories regularly so that they can develop as a reader. Some children need a short term boost with their reading. Children who need additional reading are allocated either a Teaching Assistant or a trained volunteer who they read to/ with regularly.
 - Pupil premium children are allocated a key adult that changes their book with them and discuss reading (as well as giving them talk time) once a week.
- Narrative Therapy
Staff have been trained by our Link Speech and Language Therapist in this approach which aims at improving children's ability to sequence and retell stories.

Books taken home

- In EYFS and KS1 children take home a decodable reading book and a 'free choice' book that can be shared with their family to encourage reading for pleasure. This is changed weekly. The phonetically decodable book is linked to their level of reading and the sounds being taught in lessons, through the Little Wandle programme. For their free-choice book, children can access the well-stocked book corners at any time and classes have library slot to select books.
- When the children are ready to move away from phonetically decodable books, the children are encouraged to take home Book Banded books that link to their level of reading.
- In Key Stage 2, children are encouraged to take books home and we ask them to record what they are reading at least 4 times a week. This effort is rewarded in line with our core values of STRIVE and children are given house points. The books taken home are within their book band or they could be the book they are reading in Guided Reading.
- Every child from EYFS to KS2 has a Reading Record, where school and home reading is recorded. They are encouraged to read to an adult on a daily basis and record this in their Reading Record. These are then checked by the class teacher to ensure that reading at home is being valued and rewarded here at school.

Reading for pleasure at Sutton CofE (VC) Primary

Reading for pleasure is a vital part of every child's educational entitlement. Developing a love of reading has huge benefits for children, contributing to pupils' educational achievement across the curriculum in addition to providing a lifetime of enjoyment.

At Sutton CofE (VC) Primary School, we believe in both the importance of developing children's discrete word-reading skills and comprehension, and the need to engender their love of books and reading. We recognise that these two elements are intertwined: each relies on the other if children are to become life-long readers. With so much competition for children's time and attention it is vital that we embed a culture of reading into the core of what we do as a school, helping every child to become a lifelong reader.

Our aim is that every child leaves the school able to read well, with a love of books and reading, regardless of background.

At Sutton CofE (VC) Primary School, we:

- Believe that every child can learn to read with the right teaching and support
- Acknowledge that not all children will have the opportunity to develop a love of reading at home, so this has to be taught and encouraged at school – just like any other area of the curriculum
- Place reading and books at the centre of the curriculum.

Provision for reading for pleasure

At Sutton CofE (VC) Primary School, we seek to develop children's love of reading through:

1. Supporting staff:

- Encouraging every staff member to be a role model, sharing and promoting a love for reading.
- Devoting time to professional development for staff so they are effective teachers of reading, are advocates for reading, promote a love of reading in all children, and have a good knowledge of children's literature.
- Every teacher and teaching assistant in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.

2. Teaching the Reading Curriculum:

- Employing different elements of the curriculum to develop children as readers: whole class English lessons, guided reading, independent reading, listening to adult reading aloud and reading in curriculum areas other than English, all play an important part of teaching children to enjoy reading.
- Building time every day for all children to read independently, read aloud and be read to during the school day.
- Ensuring children have time to talk about books with each other and with adults.
- Promote the use of Reading Records, encouraging children to read at home and ensuring there is a record of this, recognising this as part of our STRIVE by rewarding one house point for every 4 reads at home.

3. Engaging parents:

- Involving parents to ensure the culture of reading that the school has developed extends into home.
- Ensuring there is a genuine two-way communication with parents about reading, both through formal evaluations, questionnaires and meetings, and through informal conversations between families and staff members.
- Providing advice and support for families with reading in as clear and accessible manner as possible, making use of written, online and face-to-face communication.
- Inviting parents into school for events connected with reading: special assemblies, author visits, as volunteers, for book fairs and to meet and talk regularly.
- Working to encourage reading and families who can find it difficult to connect with school.
- Providing books and other reading resources, such as story sacks, games, puppets and IT resources
- Ensure that children change their books regularly if they have been reading regularly at home.
- We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the [Everybody read!](#) resources.
- We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

4. Developing the reading environment:

- Ensuring our school library is used effectively to support pupils' reading.
- Encouraging Year 5 and 6 children to become Librarians.
- Developing well-resourced, attractive book corners/reading areas in all classrooms.
- Making sure books, reading material and resources are attractively displayed and well organised.
- Displaying children's own published books, comments, book reviews, reading journals etc. prominently.
- Ensuring children are responsible for setting up/maintaining/organising book areas.
- Ensure book areas reflect a theme and are areas where children want to be and enjoy being.
- Ensure reading areas have a range of books for everyone's interests.

5. Targeting resources:

- Providing motivational books and resources to engage children with reading. Drawn from a range of genres and types, including books and resources appropriate for: Children who speak English as an additional language (EAL), children with identified Special Educational Needs and Disabilities (SEND), and that reflect a wide range of children's cultural and social experiences.
- Utilising the school's library and library service to provide a range of books to meet and develop children's needs and interests.
- Making effective use of electronic texts such as eBooks or online texts (Oxford Owl and MYON).
- Involving staff with specific expertise about children's reading materials in purchasing/developing reading resources.
- Involving children in the resourcing of reading across the school.

6. Celebrating reading:

- Taking part in national events or initiatives such as World Book Day or National Poetry Day.
- Regularly hosting visits by authors or illustrators.
- Giving children opportunities to talk about books through reading with a reading volunteer, attending lunchtime library club, reading clubs run by children in Key Stage 2.
- Using the school website to promote and share books and reading.