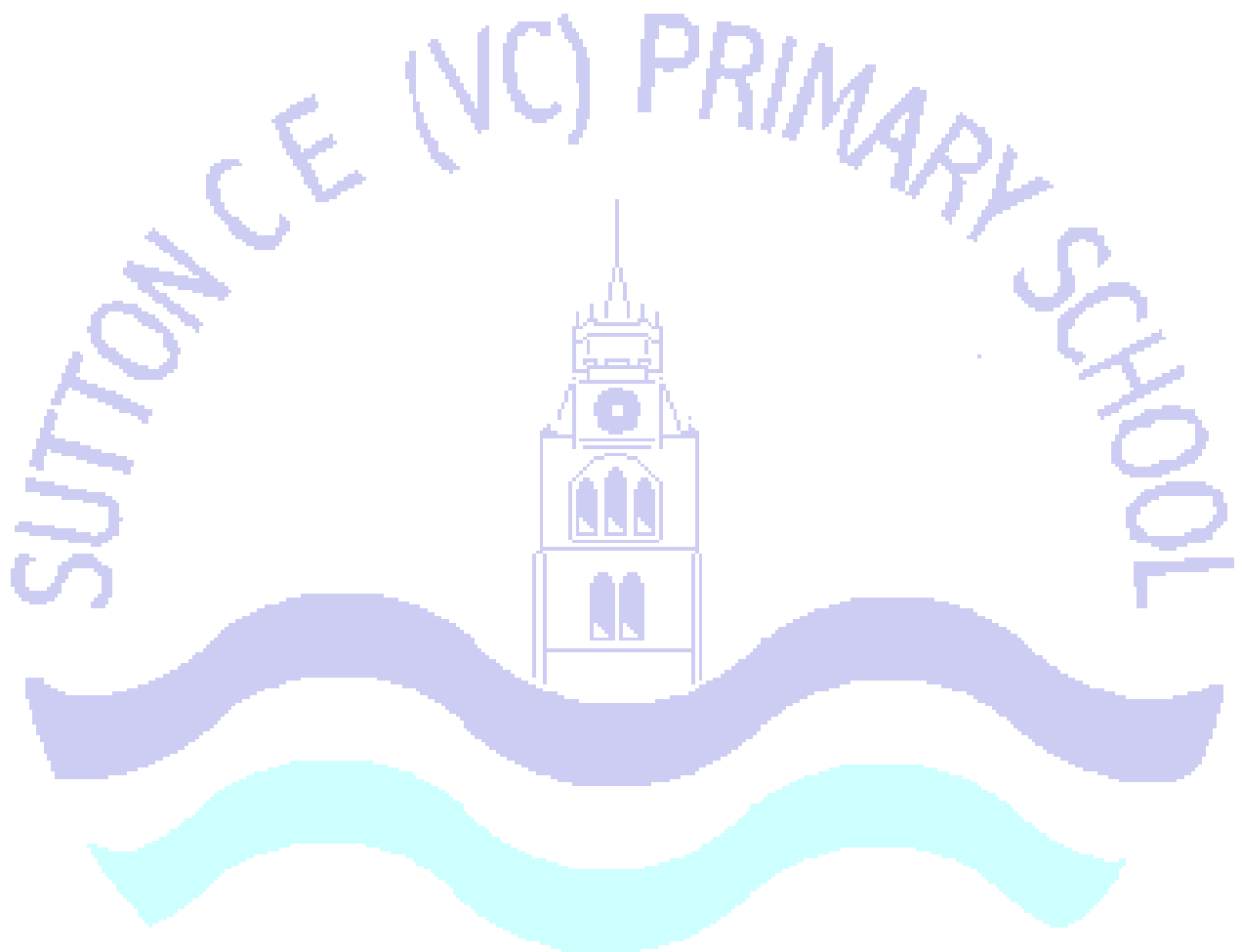




Sutton CE (VC) Primary School

Reading Policy

November 2022



Introduction

At Sutton CE (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 Primary

Read, Write, Inc

- Phonics is taught systematically following the recognised Read, Write Inc phonics programme. This begins within the first few weeks 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 RWI 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 Policy on the school website for further information on the teaching of RWI.

Book Banding

As soon as the children begin to show signs of effectively blending the phonemes learnt within the RWI sessions 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. We have ensured that the children reading up to the book band Gold have access to phonetically decodable books that correlate with the RWI sounds that they have learnt. When the child completes the RWI program they continue to move through the book bands and progress through the Book Band colours that are no longer phonetically decodable. Please see Appendix 1 that demonstrates this correlation.

Guided Reading

Throughout the school we teach Guided Reading using a carousel model, please see Appendix 2 for an example of a KS1 and KS2 carousel. 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
- Chunk 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. See Appendix 3 for these images.

In the Early Years Foundation Stage, Guided Reading happens every day when children are ready to read, and each group works with an adult twice a week. This is often linked to the RWI Programme. Books that are chosen are phonetically decodable and linked to the learning that is happening in RWI. This allows the children to practice and embed the learning.

In Key Stage 1, Guided Reading happens five days a week with the groups working with an adult twice a week where possible. 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. When the children are working independently, they will be set activities linked both to their ability and the reading skill they are being taught.

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/scrap book/ 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.

The interventions we use for reading at Sutton are:-

- **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.
- **Targeted Reader**
This intervention is delivered by a trained Teaching Assistant 3-4 times a week. It involves a child reading 3 texts, building upon their prior knowledge each time.
- **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 'free choice' book that can be shared with their family to encourage reading for pleasure. This is changed weekly. Children can access the well-stocked Book Corners at any time and classes have Library slot to select books.
- When the children start to read they are encouraged to take home a phonetically decodable book linked to their level of reading and the sounds being taught in lessons. These are also linked to RWI so the children are reading the sounds they have been learning at school. These books are changed as frequently as required and this is encouraged daily.
- In Key Stage 1 and 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. 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.
- In Key Stage 2, each child has a Reading Record. They 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.

Reading for pleasure at Sutton 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 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 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 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.

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 Read, Write, Inc. sacks, games, puppets and IT resources
- Ensure that children change their books regularly if they have been reading regularly at home.
- Allow parents to change books.

4. Developing the reading environment:

- Ensuring our school library is used effectively to support pupils' reading.
- Encouraging Year 4, 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.