

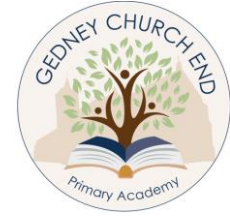


Reading Policy

Adopted by: Gedney Church End and Lutton St Nicholas Primary Academies

Date: September 2022

Review date: September 2023



Reading Intent

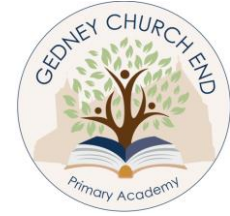
Across both of our schools, Reading and the teaching of Reading is embedded throughout our curriculum. Reading at Lutton St Nicholas and Gedney Church End is not just a stand-alone lesson and instead we view it as a vital part of our children's whole development; we provide our children with many exciting, enjoyable opportunities and experiences, to develop their Reading skills throughout all subject areas. We place great importance on providing our children with a variety of high quality texts, which will inspire them to develop as life-long readers. Our texts are carefully chosen by staff to be progressive, varied and engaging so children are regularly exposed to a variety of authors, genres and styles, to broaden their wider vocabulary and interests. Texts are often linked to class topics where children explore and analyse their texts in whole class reading lessons as well as enjoying the simple pleasures of listening to their teachers read them their 'class novel' every day. We believe that reading is a key tool for life and teaching our children to become articulate readers is absolutely integral to what we do, ensuring that they possess the essential skills and enthusiasm to learn for the rest of their lives. We begin this in our Early Years Foundation Stage by teaching children the key skills in blending and segmenting through teaching daily phonics sessions, using the systematic '**Little Wandle**' scheme alongside encouraging our children to read for enjoyment in our inviting classroom reading areas.

Our Aims

- To teach the essential skills of reading.
- To promote a culture of reading for learning.
- To develop a life-long passion for reading.
- To facilitate independent learning and progress across the curriculum.

To Develop Our Pupils as readers we:

- Teach them to read accurately and fluently using a range of strategies.
- Help them to understand and respond to what they read using inference and deduction where appropriate.
- Allow the opportunity for children to reflect on and discuss what they have read, including the language and punctuation choices made by the author.
- Enhance their understanding of a variety of text types including non-fiction, fiction and poetry.
- Encourage them to develop a love of reading and become confident, fluent and independent.
- Teach them how to seek information and learn from the written word.
- Use drama and role-play, where appropriate, to engage children in the text.



Whole Class Reading

Reading skills lessons take place four days a week in each year group across the school for 25 minutes. Within these sessions, teachers model reading strategies during shared whole class reading sessions. These involve high quality texts which are read to or with the children and provide an opportunity to teach children specific reading skills. Questions are planned by teachers in advance to help children access a range of skills to help them to develop a greater understanding of a range of both fiction and non-fiction reading materials.

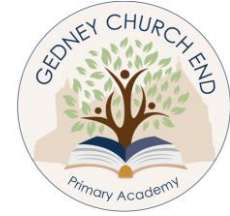
In EYFS and Year 1, this consists of four **Reading Practice** sessions from our Phonics scheme **Little Wandle**.

1. Prediction- Modelled by the teacher initially, the children explore key features of the text such as title, author, illustrator, and blurb to help them make a prediction about their story.
2. Decoding- The children will spend this session concentrating on applying their phonic knowledge and developing fluency when reading the words.
3. Prosody- Provides the opportunity to read the book again and practise reading with expression. It provides an opportunity to explore characters' feelings, what words mean and how punctuation adds to the meaning.
4. Comprehension- The purpose of this session is to focus on comprehension by using the reading content domains-
 - Draw on their knowledge of vocabulary to understand texts.
 - Identify/explain key aspects of fiction and non-fiction texts.
 - Identify and explain the sequence of events in the text.
 - Inference and deduction.
 - Prediction.

These do not begin in EYFS until the children have begun blending, children who are not blending will receive keep up sessions until they can blend and access the sessions.

In Year 2 to Year 6, reading sessions takes the form of 'VIPERS' – Vocabulary, Inference, Prediction, Explain, Retrieval and Sequencing (KS1) Summarise (KS2). These skills help to widen children's vocabulary and develop their levels of comprehension. Each day the class will focus on a different skills and learn how to answer questions related to it. The lessons are broken up into four parts-

1. VIPERS- children are given 3 questions to answer and then are modelled how to find the correct answers when marked as a whole class.
2. Vocabulary & Reading- The children will explore new vocabulary they will encounter before they read the next part of their book.
3. Independent Activity- This activity is based on a reading skill that they require to strengthen their language comprehension.
4. Extension- Children can challenge themselves further with a reading based challenge which can be found in challenge draw or basket in the classroom.



Individual Reading/ Reading at home

All children will be read to once a week 1:1 by an adult in school to develop their fluency. They will read a book from the school's reading scheme that is appropriately matched to their ability. Children who are assessed to be working below age related expectations will be read with daily. The class teacher monitors each child's progress on a regular basis and children will move up book bands using evidence from reading skills lessons, reading assessments and depending on the child's fluency. Parents will be informed using our reading records when their child has read with an adult. Parents will be informed of more specific information about their child's reading at regular parents meetings across the year.

Assessment

At the beginning of each term children complete a Toe by Toe Reading Age Assessment to assess if they are working above or below age related expectations. This helps teachers determine who may need daily 1:1 reading sessions in school.

Children's fluency is assessed on a regular basis through individual reading as well as in whole class reading skills lessons. All children are assessed termly using Reading tests. Across Key Stage One and Two, we use Pixl Assessment tests termly to assess and monitor children's progress over the year. This information is used alongside teacher's assessments to ensure that children are reading on the correctly levelled books and are making progress. These assessment papers help teachers to find potential gaps in knowledge or skills.

Home Learning- Reading at Home

Each child has a reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading on inside their reading record, on the school website, curriculum letters, parent information evenings and parents' evenings. As children progress through the school, they become more independent in recording what they have read in their reading records. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers. Each week children will be assigned two books to read at home. One book will be matched to their reading ability and the other will be a slightly trickier book that can be shared with an adult at home. Parents should sign their child's reading record to note whether their child has read at home. If parents would like additional reading books from school they should speak to their child's teacher first and staff will select appropriate books from our reading scheme.



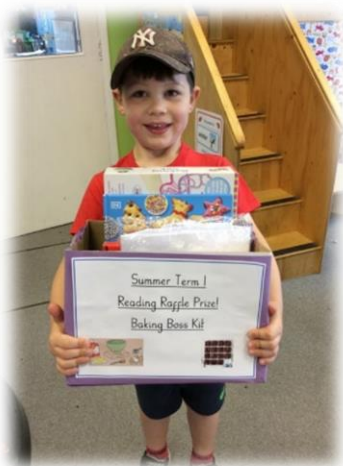
Reading for Pleasure

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g. 'World Book Day' - where children are immersed in storytelling, author quizzes, book discussions and the opportunity to dress up as a book character and share their favourite books.



Another exciting way that we promoting a love of reading in school is through our half-termly reading raffle. If a child reads at home with an adult 3-5 times a week, they will earn a raffle ticket. Then at the end of a term, a ticket will be randomly selected to win a prize. So far, prizes have included-

- Lincolnshire Wildlife Park Tickets
- Glo Golf Peterborough Voucher
- VATE Restaurant Voucher
- The Light Cinema Tickets
- Baking Kit Box
- Movie Night in Box





Phonics and Reading Coffee Morning

If parents would like more information about how to support their child with their reading, they may attend our phonics and reading coffee mornings. These sessions are designed to help children and parents develop the skills they need to support their children in their reading.

Equality & SEND

All of our children have equal access to reading lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific reading interventions are identified early and the impact of interventions is carefully monitored. Teachers work closely with the SENCO to adapt materials for children with dyslexia and reading difficulties.