



## Reading Policy 2023

### Intent

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.

Teaching children to read and to be readers is, arguably, the most important role for primary education as reading opens up opportunities- for employment, learning, empathy and understanding. It is therefore a central aim at Hutton Henry Church of England Primary School that all children should become competent, effective readers who decode accurately, read with comprehension and, most importantly, take enjoyment in reading. We aim to develop children who not only can read but do read.

Through a lively, engaging reading and writing curriculum we seek to:

- Develop children's positive attitudes to reading so that they are committed, independent readers by the time they leave our school.
- Teach children the skills and strategies they need to be able to understand and read effectively, whether they are reading for pleasure or finding information.
- Improve their understanding – and hence their employment – of different sorts of text.
- Introduce children to a wide range of high quality texts, both fiction and non-fiction, and to excellent authors and illustrators, in order to help them make informed choices for themselves about books they wish to read.

By explicitly teaching to these aims, we hope to achieve our objectives of:

- Raising standards in reading, so most children achieve the expected standard by the time they leave the school.
- Foster a love of reading for pleasure in all children, before they leave Hutton Henry C of E Primary School.

### Implementation

#### Developing positive attitudes towards reading

In order to promote reading as a pleasurable activity we emphasise and promise:

- Regular reading to the class by the teacher, using engaging texts which children may not encounter for themselves.
- Classroom environments which encourage and support reading choices and independent reading – including reading/book corners and displays.
- Regular library use
- The sharing of enthusiasm for books – among adults and children



- The explicit teaching of comprehension – as understanding is key to enjoyment.
- Reading is a vital tool for research and finding out.
- Reading is a way of discovering more about the world and ourselves.
- The commitment of time to reading.

### **Allocating sufficient time to teach reading:**

In order to achieve our aims, we must ensure that we give sufficient emphasis to reading in our school curriculum and class timetables across each week and half term. Whilst reading is clearly a valuable stimulus to the teaching of writing, it is of fundamental importance in its own right and so needs to be given sufficient time and focus, so that skills can be taught, practised and embedded.

These allocations include our regular, weekly provision for reading and includes reading to the children, explicit teaching of skills, group and individual reading.

### **Text Choices**

The non-statutory guidance accompanying the 2014 Programme of Study says:

*'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have learnt to more complex writing.'*

If progression in reading skills largely comes from using more challenging texts with children, then it is essential that the texts we use in each year are appropriately challenging and varied. If we are to enhance and extend children's skills year on year, then texts should be increasingly demanding, whilst remaining engaging and motivating – they must be 'good reads.' We distinguish between different sorts of texts and reading to support teaching and learning:

*Texts to read to and with the class-* texts which are age appropriate but perhaps long and quite complex. These are likely to be challenging but worthwhile texts, expanding children's horizons and introducing new authors. Texts can also include non-fiction texts which support topic/subject work. The children benefit from an adult reading these texts to or with them.

*Independent reading texts/texts that can be read at home* – these are books that children can read independently. They may be an 'easier' or more familiar texts than the teaching text, a choice from the school library, or a free choice text for an able, independent reader.

### **How does reading look at Hutton Henry C of E Primary School**

#### **Early reading and Key Stage One**

At EYFS and in Year one much of the time allocated for reading will be properly used for the teaching of phonics. Children share picture books and other texts from the Reading Spine as well as additional recommended titles. Continuous provision complements the stories with puppets and other engaging materials.



The teaching of comprehension will come through regular reading to the children, in both large and small groups, and the range of practical or talk/drama-based activities that are developed from this reading experience. Recording of ideas and responses to reading, through their reading record, usually scribed by the teacher or other adults, although opportunities will be created for children to record their own ideas too, following teacher modelling.

Once most children have acquired good decoding skills, ideally from Year one but certainly from Year two and across Key Stage Two, the emphasis shifts to more explicit teaching of comprehension through a text-based approach. We continue to read daily in class, and use whole class, shared reading to teach skills and model comprehension strategies. The reading environment we create is a key part of this culture.

## **Key Stage 2**

KS2 has an additional 30-40 minute daily reading session. The teacher's role is to make overt what good readers do. During these sessions, children access a text which may be too challenging for them to read independently. Reading skills and strategies are clearly modelled by the teacher, and 'book-talk' will help children to gain a deeper understanding of the text. Where possible, children should read from their own copy of the text. All abilities should be included and challenged through adaptive questioning. The outcome of the lesson will usually be written, preparing children for the expectation of written responses in end of key stage assessments.

### **VIPERS**

**V**ocabulary

**I**nference

**P**rediction

**E**xplanation

**R**etrieval

**S**equence/**S**ummarise

In support of developing comprehension skills, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson. The **VIPERS** used in daily teaching are progressive from EYFS to Year 6. The documentation found on the school's website for parents and OneDrive for staff clearly demonstrates useful question stems to encourage higher order thinking. The VIPERS are not stand alone and children are aware that each VIPER compliments and adds to the understanding of others.

## **Comprehension Exercises**

We have already outlined the school's expectations for the comprehension exercises as part of our reading comprehension curriculum above. We have also indicated that many of the SATs type assessment formats, used in comprehension tests, are good ways of teaching comprehension. This section identifies how we should teach children to express their understanding of a text, when completing a comprehension exercise.

## **Home- school links**

Getting children to read independently is one of our core aims for our curriculum. In order to do this, we must promote reading at every opportunity.



The best adverts for reading are adults who are enthusiastic and knowledgeable about children's books, who can recommend just the right book for a child at just the right moment. Teachers play an important part in making these recommendations. As a school we try to build on enthusiasm we create by providing books for borrowing.

We ask parents to read regularly with their children. We recognise that it is difficult for some parents to read regularly with their children, for a variety of reasons. We provide advice for parents where we can. Children will take home weekly a reading book linked to their ability and also a free choice book. Younger children also take home a phonic appropriate book, as per the phonics policy.

### **Assessment**

Summative assessment of reading comprehension at Year 2 and Year 6 is, of course, completed using SATs comprehension papers. Teachers are asked to complete a termly assessment of children's progress in reading comprehension (PIRA).

Teacher assessment is based upon both observational and recorded evidence. Observational evidence includes oral contribution to discussions – these are particularly useful for capturing emerging understanding which may not yet be evident in recorded or written work. Evidence from talk is good evidence of emerging understanding. This assessment helps to identify achievable next steps and targets.

1:1 reading is tracked by staff across the year (see Appendices 1 and 2). The English lead collates and monitors the data from the grids to track the children who need most to improve their reading. At Hutton Henry, we call these children 'priority readers'. Each child is heard at least once per week, however, a priority reader will be listened to at least 3 times per week. If the priority readers are not making adequate progress, further interventions are put in place.

### **Supporting less able**

With reading comprehension, support might involve:

- Reading a text to child, so they can access a text that they cannot yet decode
- Pre-reading
- Asking a series of questions which prompt and lead a child to an understanding that they couldn't achieve on their own.
- Very frequent reminding or prompting, for example through questioning or the use of mini plenaries, for children to check or improve their work.
- Teacher feedback where improvements are closely prompted, following the marking policy
- Using a text with which the children are extremely familiar because it has been a focus of a lot of lessons.

For those children who did not pass their Phonics Screening Checking at the end of Year 1, daily phonic intervention takes place until staff are confident that the child can blend sufficiently enough to be a confident reader.



## **Impact**

Through a lively, engaging reading and writing curriculum we seek to:

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**C.Brackstone & S Harrison, October 23**



**Appendix 1**

**Progress Through Book Bands**

Date assessment was carried out .....

Oxford Level	Band	Year R	Year 1	Year 2	Year 3	Year 4
1	Lilac					
1+	Pink					
2	Red					
3	Yellow					
4	Blue					
5	Green					
6	Orange					
7	Turquoise					
8	Purple					
9	Gold					
10	White					
11	Lime					
12	Lime +					

**Progress Through Book Bands**

Date assessment was carried out .....

Oxford Level	Band	Year 3	Year 4	Year 5	Year 6



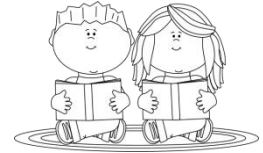
8	Brown				
9	Brown				
10	Brown				
11	Brown				
12	Grey				
13	Grey				
14	Grey				
15	Dark Blue				
16	Dark Blue				
17	Dark Red				
18	Dark Red				
19	Dark Red +				
20	Dark Red +				



Appendix 2



**Reading Record**



Date	Text/Objective	Comment/Way Forward



