



Reading Policy v1

Document Management

This document was adopted by the Governing Body/ SLT:

This document is subject to annual review in September 2022.

Document Control

This document is mastered on (location) Staff shared area (V:) /POLICIES/2021-2022

All other copies of this document are considered 'uncontrolled' and users should ensure that any printed copies reflect the current status.

Reference	Description	Date
Clancy Haynes	Document reviewed by Full Governing Body/ SLT	September 2021

For clarity throughout this policy the words Franche Community Primary School, school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: Children's Centre, TOTS@Franche, Holiday Club and Breakfast/After School Club.

Aims:

This policy aims to explain:

1. **Our Curriculum intent for reading**
2. **Implementation:** How we ensure there are consistent approaches to the teaching and learning of reading and a broad range of opportunities for reading development
3. **Impact:** How we know reading attainment and progress scores are improving and attitudes towards reading are increasingly positive

1. Our Curriculum intent for reading

At Franche Community Primary School we recognise that a rigorous approach to the teaching of reading will develop pupils' confidence and enjoyment in this subject. As part of an exciting and engaging creative curriculum, we encourage all pupils to read a wide range of stories, poems, rhymes and non-fiction to develop a wider vocabulary, language comprehension skills and love of reading.

Reading is often described as 'a gateway into another world' and for many pupils their world view is indeed shaped by the books that they read. In view of this, we wish to give each child the opportunity to explore social and moral issues and promote the British Values by providing access to relevant high-quality texts for both teaching and reading for pleasure. Reading at Franche Primary is defined as:

Reading for pleasure

Pupils' development in reading for pleasure is shown by their:

- choice of texts they independently read
- recommendations of texts to others
- engaging in discussions about texts

Word reading

Pupils' word reading development is shown by their:

- ability to use phonemic awareness to decode and blend words containing known graphemes
- ability to read confidently books of their own reading level

Comprehension

Pupils' comprehension skills development is shown by their:

- fluent reading, including appropriate stress and intonation
- improved knowledge of vocabulary
- ability to engage in discussions about text with others

2. **Implementation:** How do we ensure there are consistent approaches to the teaching and learning of reading and a broad range of opportunities for reading development?

Reading for pleasure

At Franche Primary we encourage pupils to develop the habit of reading widely and often, for both pleasure and information. The school library has a wide range of fiction and non-fiction books by well-known authors as well as developing a bank of new, award winning texts by less familiar writers. Displays in the library provide information to help pupils make choices based on what they have previously enjoyed. Each Key Stage 2 class has weekly library time,

where pupils can return books and browse the shelves for a new choice. Class teachers attend these sessions and discuss choices with pupils and use this knowledge to add their own recommendations on the 'You might like...' board.

Each class has a comfortable and inviting book corner, which is organised and contains a well thought out selection of texts. Pupils access the area through daily 20-minute Book Babble sessions each week, where pupils independently read books of their own choosing. At the end of each session, pupils engage in a five-minute discussion with teaching staff and/or peers about their chosen text, expressing their thoughts and opinions as well as making recommendations. Recommendations can be displayed in the book corner and can help to influence pupils' choice during the next session.

During the year, pupils are encouraged to take part in a variety of events, such as World Book Day celebrations, National Poetry Day, Battle of the Authors/Books votes and visiting (in person or remotely) authors.

Guided reading

Guided reading at Franche Primary is taught through high quality, topic-related texts, using 'VIPERS' skills to inform questioning. VIPERS is a range of reading prompts designed to improve comprehension skills.



Skills are planned into each session, with the icons used to ensure that pupils are aware of the individual skills being taught. Learning objectives are taken from those provided for each year band by on-line assessment tool 'Educater', ensuring a rigorous and sequential approach to the reading curriculum. Reception and Year 1 follow reading sessions prescribed by the Little Wandle Letters and Sounds scheme, while Years 2-6 are taught whole class.

Years 2-6 follow the same three session teaching sequence, with Session 1 focusing on introducing the text/extract and discussing new vocabulary, Session 2 introducing the VIPERS skill being taught and Session 3 providing an opportunity for pupils to demonstrate that skill. They use the same SMART planning format, including use of the school's teaching and learning policy and visual VIPERS prompts.

Each pupil has a Reading Journal where they are encouraged to annotate that week's text, jot down their thoughts and reactions and complete any text-related activities to demonstrate the depth of their understanding

Individual reading

Each pupil will read with an adult on a 1:1 basis every week, reading books that connect closely to their phonics knowledge and reading ability. They will be assessed against the same learning objective set for guided reading, ensuring that any gaps in learning are quickly identified and additional 1:1 sessions planned to address them. Assessment is recorded on one form per half term, which can be found in: Staff shared area V:\ENGLISH\English 2021-22\Reading\R.E.D\R.E.D. folder documents

Pupils are encouraged to read every day at home in our 'R.E.D' (Reading Every Day). initiative, with participants being celebrated in each classroom and rewarded with 5 Dojo points.

Assessment

Formative assessment:

- Completed activities in 'Reading Journals'
- Class Reading Records V:\ENGLISH\English20-22\Reading\R.E.D\R.E.D.folder documents
- Daily Reading Records V:\ENGLISH\English 2021-22\Reading\R.E.D\R.E.D. folder documents

Summative assessment:

- Termly NTS tests (Years 1,3,4,5)
- Termly past SATs papers (Years 2,6)

Interventions

Pupils who have been assessed as below ARE will read with an adult on a daily basis, providing them with opportunities to achieve a secure application of phonics as well as building confidence and fluency. Each reading session begins with the pupil reading a set of Splat words to improve sight reading of high frequency and 'tricky' words (those that don't follow the most common phonics rules).

In guided reading, pupils who are below age-related expectations will take part in a pre-teach session, where they have an opportunity to read and discuss the text with an adult prior to the class session.

Staff work closely with the SALT team to put in place individual interventions to improve phonological awareness and vocabulary knowledge.

SMSC and British Values

We encourage pupils' spiritual, moral, social and cultural development and their appreciation and respect for Fundamental British Values by providing opportunities for pupils to explore the different facets of these subjects through reading. This may be through studying texts from different cultures and faiths or that present relevant and appropriate moral and social issues for pupils to discuss.

A reading spine has been created for each year band to include range of books that reflect diversity and inclusivity. All books have been published recently and the spine will be updated yearly to ensure that pupils always have access to new and exciting books.

3. Impact: How we know reading development is improving and having an impact upon learning?

The English faculty, together with members of the SLT and the SEND team, work together to monitor the impact of reading in various ways over the academic year, including:

- Evidence from termly NTS/SATs tests
- Evidence from intervention documentation
- Learning walks to monitor the presence of reading across the school
- Planning trawls: Reading lead and SLT to monitor consistency and quality of planning
- Evidence from Lesson Observations
- Evidence from 'Reading Journal' book scrutinies
- Evidence from pupil interviews and staff questionnaires

Monitoring will take place termly to ensure a high quality of teaching and learning is maintained.

Date of last review: October 2021

Date of next review: September 2022