Grantham Villages' CE Primary Schools Federation

Marston Thorold's Charity Church of England Primary School

Reading Policy

Reviewed by:	**EHT & Subject Lead**
Last reviewed on:	**June 2023**
Next review due by:	**July 2026**

Reading Policy

1. Introduction

At Grantham Villages' CE Primary School Federation (GVSF), we believe that all children can become fluent readers. Reading opens a whole new world of understanding, feeling and imagination. We believe that if children can read fluently, they are far likelier to succeed in all other areas of learning and access the wider curriculum. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. As stated in the DfE's 'The Reading Framework' (July 2021), to the individual, reading matters emotionally, culturally and educationally; because of the economic impacts within society, it matters to everyone.

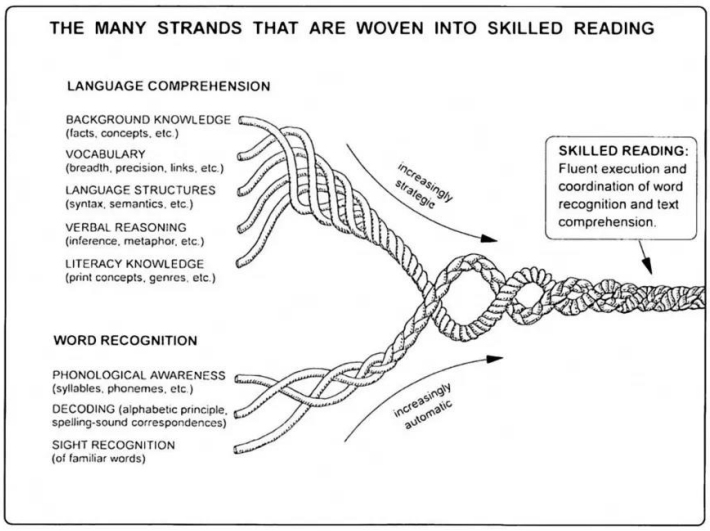
In order for our children to become proficient readers, all children need to be taught the strategies to become confident readers and have the opportunity to develop a life-long love of reading. This document aims to outline our federation's reading ethos and how it is practised throughout school.

2. Intent

- Provide **all** children with the foundations to become **effective communicators** and **confident** readers and writers.
- Provide immersion into a world of high-quality texts, to help instil a lifelong love of reading, the ability to access the wider curriculum and give them the **confidence** to explore their imagination and **creativity**.
- Raise **awareness** of the world and widen horizons.
- Provide a vocabulary filled school, with classrooms being language rich environments to support children's language **knowledge**, enrich their lives and prepare them for **the next stage in their education**
- Provide a **challenging** curriculum to build **resilience** in all learners

3. The Reading Curriculum

Our reading curriculum has been carefully devised to meet the needs of our schools and has been created around the Scarborough Reading Rope (Scarborough, H. S., 2001). We aim to teach child the discreet components of Word Recognition and Language Comprehension to enable them **effective communicators** and **confident readers**.



A Progression of Reading has been developed across both school which breaks down learning and objectives into year groups. Staff use this to ensure coverage of the curriculum, discreet reading skills and to aid assessment. The document is broken down into 'Word Reading' and 'Comprehension' which are they broken down into more focused sections e.g. 'Understanding the Structure of Texts'. This document is based on FFT's Reading Comprehension Framework. Staff use this document to plan well structured, effective reading lessons and ensure progression through school.

Each year group or class has a Reading Spine which includes a range of high-quality novels and picture books to ensure that every child is exposed to a wide range of stories and texts over the course of their primary school journey. These included a range of books to widen their horizons and explore diversity.

This all works alongside our Phonics programme (see Phonics policy).

4. How is reading taught at Grantham Villages' CE Primary School Federation?

Whole Class Reading

Every child (from Year 2 onwards, once they have graduated from Little Wandle) will have four thirty-minute whole class reading sessions each week. Teaching reading through the whole class approach means that the teacher can plan activities which allow all children to access discreet reading teaching each day. Differentiation can be achieved by progressively increasing the difficulty and amount of text the children work on. In addition to this, further support can be provided when needed, along with structured questioning. Furthermore, by teaching the whole class the same objective allows the teacher to focus on one objective in depth and better prepares children for the expectation of written responses at the end of KS2. Teachers work alongside the English lead to plan texts to be used in Whole Class Reading sessions which include a range of fiction (novels, extracts, picture books and short stories), non-fiction and poetry.

A variety of teaching strategies will be used during whole class reading sessions, including Reciprocal Reading and a range of strategies taken from the 'Framework for Reading Comprehension (outlined in our progression). A suggested structure can be found below this paragraph. However, teachers are expected to use their own judgment and alter this slightly to suit the needs of their class.

Suggested Weekly Structure:

Day 1 → **Reciprocal Reading**

Day 2 → **Vocabulary**

Day 3 and 4→ **Reading skills**

Day 5 → **Content Domain**

It is imperative that fiction, non-fiction as well as a choice of poetry, songs, picture books or short films are covered each term. The outcome of the lesson is often written or recorded, but not always. Reciprocal Reading lessons do not need to be recorded.

Fluency and prosody form an important part of reading lessons and staff incorporate a range of fluency strategies to enable all children to become fluent readers. This includes echo reading.

Reciprocal Reading

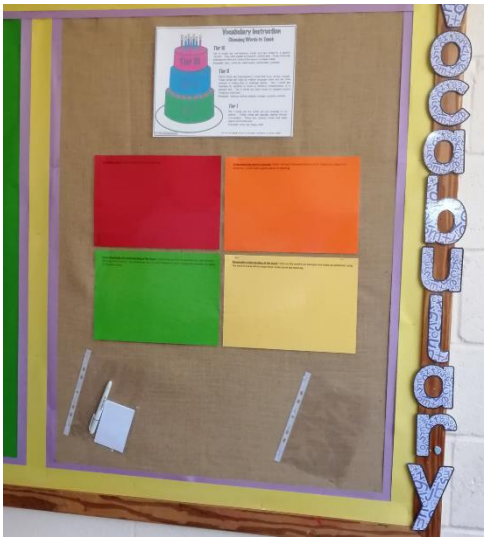
Reciprocal Reading is an effective and proven approach to developing reading and comprehension. It is particularly effective with children who can decode, but do not fully understand what they read. It is based around the principles of:

Predict → Clarify → Question → Summarise

It will help children who;

- Can read but struggle to understand.
- Can't explain their understanding to others.
- Read very slowly because they are focusing on accurate decoding so never get the flow of the text nor grasp its meaning.
- Read too fast and don't pay attention to what they are reading.
- Only read for plot events not the details within the writing.
- Lack confidence when reading new or unfamiliar texts.
- Have a limited reading repertoire – who read only very undemanding texts or only texts by the same author for example.
- Have impaired understanding through limited understanding of vocabulary.
- Read text avidly but never question the meaning of words or what they have just read.
- Find it difficult to cope with specialist texts from different curriculum areas.

Vocabulary



Across GVSF, vocabulary is a key focus and we aim to have vocabulary rich classrooms alongside having discreet vocabulary teaching. Children are regularly exposed to a range of high-quality Tier 2 and Tier 3 vocabulary across the curriculum which is displayed on topic and working walls. At least once a week, all children receive a discreet vocabulary session where they are taught about words that they discovered during their whole class reading sessions. This can be taught through a range of activities including: dual coding; acting/role play; synonym and antonym work; dictionary work; whole class recall and using words in sentences. These words are then revisited each day until the class teacher is confident that the children have a good understanding of the word and can use it confidently. This is all displayed on a vocabulary working wall. Each Whole Class Reading session should include a vocabulary recap to enable children to know and remember more.

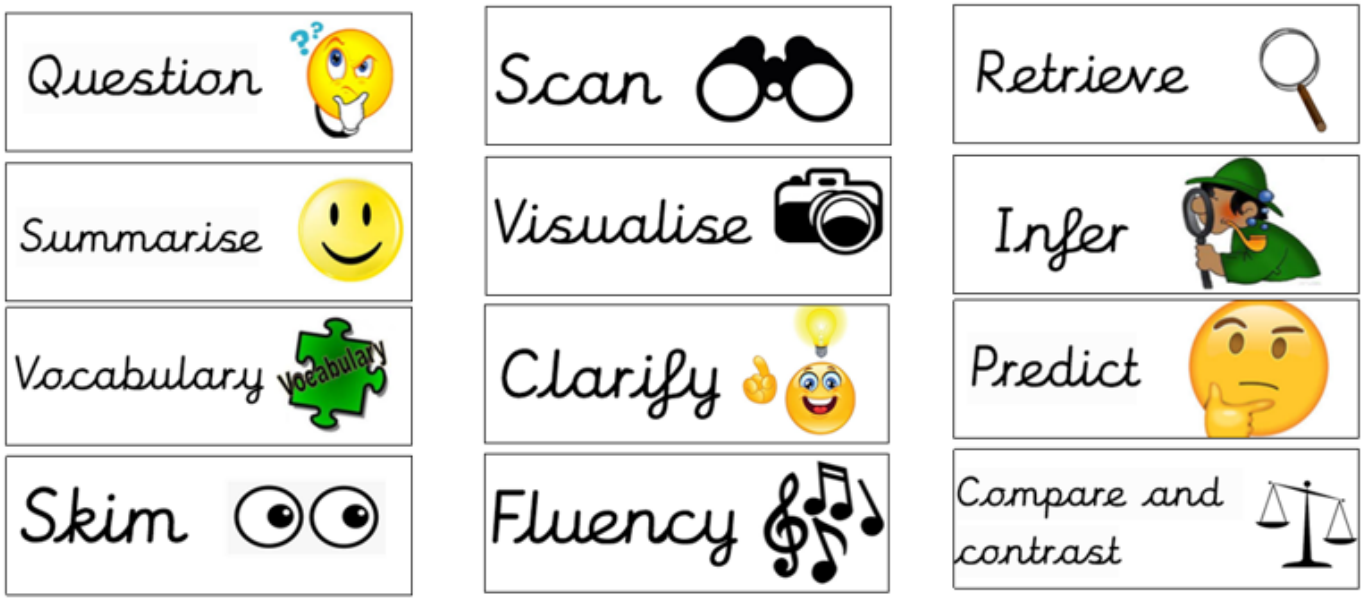
Our Reading Progression

Using our Reading Progression ensures a consistent, progressive approach throughout school where knowledge is built on each year. It clearly lays out the objectives for each year groups based around 8 key areas:

- Develop positive attitudes to reading
- Skills and strategies to read for understanding
- Understand the vocabulary used in texts
- Express, record and present their understanding
- Understand the whole text
- Retrieve information from texts
- Inferential understanding
- Reading to find out

Each year group has age-appropriate objectives based around these areas, which enables clear and consistent progression throughout school.

Key readings skills have been selected to focus on during these sessions and these are displayed in the classroom.



One to One Reading

At Grantham Villages' CE Primary School Federation, we believe that reading individually with an adult is integral to a child's reading journey and aids their progress. In Key Stage (KS) 2, we aim to have every child read with an adult at least once a week (bottom 20% children will be prioritised) and twice a week in KS1 and EYFS. Class teachers must aim to read regularly with each child so they are up to date on their current progress. A selection of volunteers are available throughout school to listen to children read and each should be provided with guidance and instruction by the class teacher or English Lead. A 'Guide for 1:1 Reading' is available for class teachers to share with any volunteers.

Class Novel/Shared Story

Each class has a class novel that their teacher reads aloud at the end of each day for around 15 minutes. This helps encourage reading for pleasure and allows the children to listen to an adult reading fluently with expression, whilst using the appropriate pace and volume. It is also a great opportunity for teachers to discuss a wide range of new vocabulary, genres as well as broadening their horizons. All classes are provided with a Reading Spine to ensure that texts are age appropriate, diverse and high quality.

5. Reading at Home

Developing strong links between home and school reading is vital in ensuring children become lifelong readers. All children in school have a reading diary which must be signed by a parent or carer when their child reads to them. Children should read for 5-15 minutes every night with an adult. It is encouraged that children throughout school continue reading aloud with an adult. Every time a child reads at home (or to an adult in school).

Early Years Foundation Stage (EYFS)/Year 1

Across GVSF, we follow Little Wandle Letters and Sounds Revised to deliver our phonics and reading lessons. For more information about our Phonics teaching, see our related Phonics and Early Reading Policy.

We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books. In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Children in EYFS and Year 1 take home two books each week.

1) The decodable reading practice book is taken home to ensure success is shared with the family. This is taken home after the child has read it three times in school.
2) Reading for pleasure books also go home for parents to share and read to children. This book is chosen by child.

Year 2 and Key Stage (KS) 2

Accelerated Reader

When children enter KS2, they begin to use Accelerated Reader. The Accelerated Reader (AR) programme is a computerized programme that tests reading comprehension. Students select books on their reading level, read independently, and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level.

The 5 steps to reading success

It's all about practise. AR encourages substantial differentiated reading practise to create strong readers. Based on each student's independent reading level, AR helps teachers set personalized goals for each student, and guide students to books that are difficult enough to keep them challenged, but not so difficult as to cause frustration. In addition, AR helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills.

1. **Determine reading level**. First, a student's optimal reading level is determined through the STAR Reading Enterprise assessment. This assessment suggests a range of book levels for each student called the "zone of proximal development", or ZPD. Children should begin

reading books that have a level at the lower end of their ZPD and gradually move up the range in order to make optimum progress.

2. **Set practice goals**. Teachers support children to set individualized reading practice goals based on reading quantity, quality, and difficulty and they can then monitor progress toward those goals.
3. **Personalised practice**. Personalised reading practice means students read books of interest at their own reading level. AR BookFinder makes it easy to find the perfect book.
4. **Students take an AR Quiz**. AR offers more than 150,000 quizzes of three types on both fiction and nonfiction titles.
5. **Receive instant feedback**. AR provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction or intervention. Students and parents get instant feedback to help motivate success with the use of Renaissance Home Connect.

6. Reading Areas

Reading areas are a staple of every classroom at Grantham Villages' CE Primary School Federation. Teachers are expected to organise these areas at the start of the year and maintain them with the help of the children. Reading areas should contain the following:

- A range of age related texts (with options that will stretch and challenge as well as some texts that more easily accessible).
- A comfortable space for children to sit and read – this could involve soft seating, cushions, beanbags, rugs etc.
- A range of text types including: non-fiction, fiction, magazines and newspapers. The more varied the selection of text types, the wider audience the area will appeal to.
- A range of topic related books should also be available to the children. These can either be in the reading area or with a topic display.

Most importantly, the reading area should be an inviting, welcoming area that children want to use and it should showcase a love of reading.

7. Assessment

Teachers will continually use a range of formative assessment strategies during whole class reading sessions, individual reading and in the wider curriculum. Reading journals will be used for assessment alongside summative assessment.

National Federation for Educational Research (NFER)

Each child from Year 2 upwards will be assessed using the NFER reading assessment three times a year. These assessments empower teachers to reliably benchmark performance and track progress in reading. Each assessment confidently assesses each of the content domains and generates diagnostics about strengths and weaknesses to inform teacher planning and progress dialogues.

Phonics Assessments

Until children have completed their Phonics journey, the undertake the Little Wandle Phonics assessment each half term. These are used to inform teaching and 'keep up' interventions. For more information, see our related Phonics and Early Reading Policy.

8. Children at Risk of Reading Failure

We aim for all children to keep up with the school's chosen phonics programme and reading progression, ensuring teaching time is sufficient for the content to be taught within the time-scales the programme sets out. If our assessments highlight that a child is at risk of reading failure, to enable them to keep up, they are given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found.

- Phonics 'keep up' interventions (see related Phonics and Early Reading Policy for more information)
- Dyslexia Gold
- Reading Fluency Intervention

The emphasis of these interventions:

- consolidate the work the children have already met in their main class reading or phonics sessions, with bite-sized steps so all of them can achieve success every day
- revising grapheme-phoneme correspondences (GPCs)
- practising oral blending of spoken sounds to pronounce words
- reading words by saying the sounds and blending them
- practising reading fluency and targeted comprehension

9. Library

Grantham Villages' CE Primary School Federation have libraries that are stocked with a range of non-fiction and fiction texts. All class teachers have access to this during the day and are encouraged to use them during lessons. Teachers are also encouraged to borrow books to use in their topic book displays. Children can borrow books from the library to complement their reading book. Each class has a timetabled library slot. Suggested book displays are visible in the library area.

Related policy: Phonics Policy