



# Reading Policy

**This policy is applicable to children in Year 2 onwards. In EYFS and Year 1, children will be following the phonics programme.**

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**Policy Reviewed:** December 2021

**Review Date:** December 2022

**Policy:** Curriculum

**Governors:** No



## **Reading Policy**

This Reading Policy is implemented from Year 2 – 6. The children in Pre-School, Reception, Year 1 and partly Year 2 will be accessing Phonics. The way phonics is implemented is covered in our Phonics and Early Reading policy. We believe it is fundamental for children to gain the fundamental building blocks to reading through a systematic, synthetic approach to phonics, as this helps them with decoding, reading and comprehension throughout school.

## **Our Whole School Curriculum Intent**

At Finlay, we intend to teach a curriculum that is engaging, relevant and purposeful to all learners. We ensure that our curriculum allows all pupils to achieve and succeed in line with National expectations. We aim for our curriculum to allow all children to develop their knowledge, skills and understanding in line with the National Curriculum (Key Stage 1 and 2) and the Early Years Framework (Pre-School and Reception)

In addition to this, we have identified five core values which are integral to the learning experiences we provide for all of our children. We therefore aspire for our curriculum to allow pupils at Finlay Community School to leave with a **SMILE**: Social Awareness, Mental and Physical Health and Wellbeing, Independence, Life Skills and Excellent Aspirations.

### **1. Intent:**

At Finlay, we teach the National Curriculum. We intend for our children to become enthusiastic, motivated and fluent readers, who are confident in reading a variety of genres and text types. We aim for our reading sessions to provide children with the opportunities to develop: word reading, wider decoding skills, comprehension and fluency. We also aspire for our children to develop a 'love of literature' and an enjoyment of reading for pleasure. In line with our whole school curriculum intent, a structured, cohesive approach to teaching reading allows our children to develop basic life skills that allow them to achieve and succeed in later life.

For more information regarding our reading intent, please see Finlay Community School Reading Intent Document: <https://www.finlayschool.co.uk/subject-progression-and-overviews>

### **2. Implementation:**

#### **2.1: What skills are taught in reading?**

At Finlay, we follow a VIPERS approach to reading. The children have access to a differentiated, age-appropriate text and class teachers ensure children then develop their VIPERS skills in response to this text.

V: Vocabulary

I: Inference

P: Predict

E: Explain

R: Retrieve



## S: Summarise/ Sequence

The children will focus on one, occasionally more than one, VIPERS skill per lesson. This allows teachers to directly teach children the required skills to be able to answer this question type. The VIPERS skills are also in line with the end of KS2 National Curriculum expectations, and are the areas covered on the KS2 SATS Reading paper. These skills have been broken down into a skills progression matrix, so although Year 3 and 6 for example are working on vocabulary, the skills they are developing are differentiated and progressive. We have a Finlay Reading Skills Matrix for Year 2-6 which class teachers use to help them when planning and writing their own questions.

### **2.2: What texts do the children read?**

Class teachers are encouraged to use a wide range of texts in reading so children are exposed to different genres, authors, layouts and styles. Teachers are also encouraged to link their reading to writing where possible. This means in many classes, their content/genre for reading links to their writing the following week: this acts as a pre-teach for the genre and knowledge required, as well as exposes children to wider vocabulary which can then be used in writing.

Text types include but are not limited to:

- Fiction books
- Fiction extracts (opening chapters for example)
- Newspaper reports
- Poetry
- Biographies and autobiographies
- Non-fiction, factual pieces of writing: Non-chronological reports.
- Leaflets
- Song lyrics
- Rising Stars Reading for the More Able
- CGP Reading Texts
- Scholfield and Sims Complete Comprehension

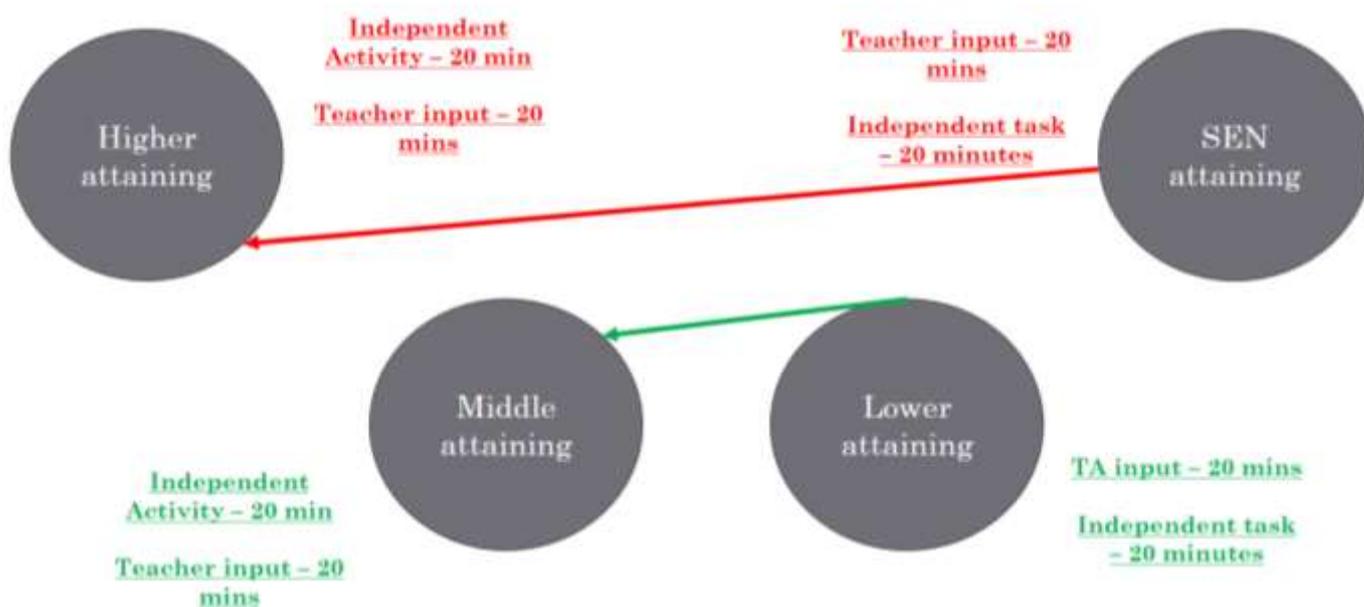
In some year groups, the Read Write Inc books are used to support the Lower Attaining children, so that the text they are accessing is in line with their phonics phase. The children are still provided with VIPERS questions to support this text.

### **2.3: How often is reading taught?**

Reading is taught every day across the school, whether this is phonics or reading. The children are discretely taught the skills required for reading for 30-40 minutes, five times a week.

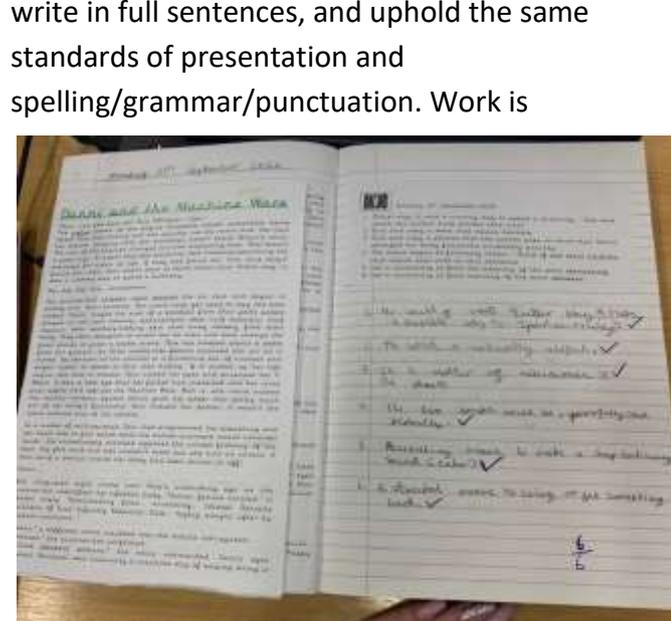
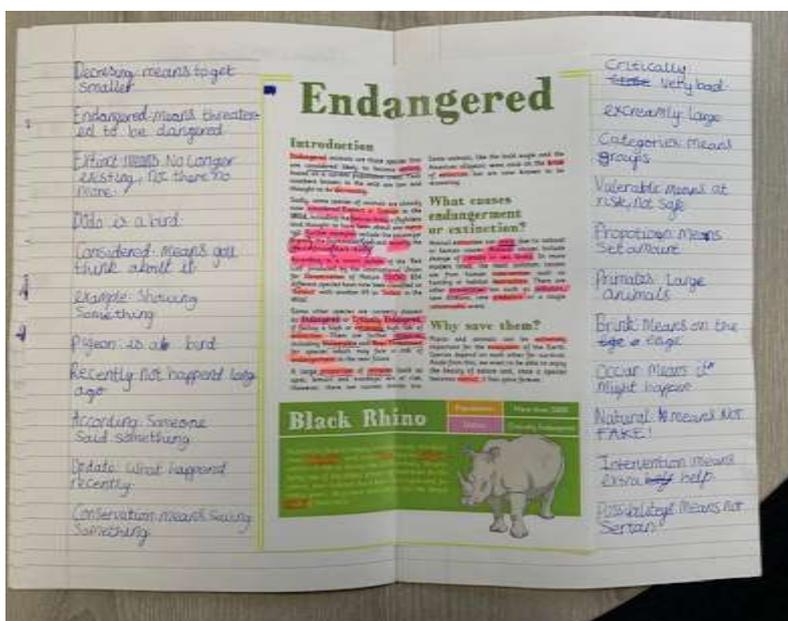
### **2.4: How is reading taught? What does this look like in the classroom?**

Children are taught using a 'Precision Teaching' style model: this is the same as what is used in Maths and Writing. This means every child is taught every day for 15-20 minutes by the Teacher or TA. One group will work directly with an adult, whilst the other group completes an independent, reading task, and then the groups will swap. The other adult mirrors this same approach. Teachers and TAs ensure they swap regularly so they teach every child and are fully aware of each individual child's needs and progress. Children are also encouraged to 'speed read' every day to develop their fluency and pace: this can be done with a timer on the board and recording the amount of words read in 1 minute/3 minutes/5 minutes. Children are also encouraged to complete skim and scan challenges where they have a list of words to find in the text in an amount of time. This assists the children with the skills needed for retrieval questions.



### 2.5: How is this recorded?

Every child has a reading exercise book, to record their written responses in. We encourage children to write in full sentences, and uphold the same standards of presentation and spelling/grammar/punctuation. Work is





marked/feedback is given and children are expected to respond to this in purple pen. Children's question sheets have clear TBATS and the VIPERS hexagon on the page to indicate which skill is being developed. This provides a visual reminder to children.

Here are some examples in children's books.

## **2.6: Reading for Pleasure**

As mentioned in our Intent statement, we aim for children to develop an enjoyment for reading and a love of literature. At Finlay we share a story **every day**. Story time has a huge part to play in gaining an enjoyment for stories. Class teachers have the discretion to choose their own stories, but are encouraged to expose their children to a range of genres, text types and authors.

In EYFS and Year 1, children are encouraged to 'vote for a story' through continuous provision. Each class has a story station with the choice of two books, and children vote for which one they would like to listen to.

Children are also expected to read at home at least 3 times a week. The children have a yellow reading record which is sent home and parents are asked to sign to say they have listened to their children read. Children's reading books are linked to their reading level, and closely linked to their phonics phase in EYFS and Year 1. Children are also encouraged to read books they enjoy too.

Each term, we have a whole school reading challenge, where children receive a stamp for reading 3x a week. If children receive the desired amount of stamps, they receive a certificate and the class with the most certificates earn a book related prize e.g. a new book for their class and hot chocolate. Examples of whole school reading challenges include 'Read Around the World' where children have earned a stamp a week for each continent, and 'Storytime Safari' where children have received a stamp for each of The Big 5 animals.

## **2.7: Classroom Learning Environments**

Each classroom is required to display the Reading VIPERS hexagon posters, which can be referred to when teaching. It is also an expectation that there is an inviting and engaging reading area/book corner in each classroom with appropriate reading materials available. We also have a library in both KS1 and KS2, which the children have access to.

## **3. Impact**

### **3.1: How do we measure impact?**

The impact of our curriculum can be measured and monitored in a variety of different ways. As a school, we use Target Tracker to monitor and measure progress in the core subjects: Maths, Writing, Reading and Science. Target Tracker allows all class teachers to colour code statements using three different colours: red indicates a child is Working Towards the statement, blue shows they are secure and gold shows they are working at Greater Depth within the standard. Target Tracker teacher judgement then allows subject leaders and the curriculum lead to cross-reference statements to evidence in books. At the end of each term (Autumn 1 and 2, Spring 1 and 2 and Summer 1 and 2), class teachers will assess pupils' learning, by completing a data drop, indicating which level they feel the child is working at, backed up with the



evidence they have colour coded. Subject leaders/ curriculum lead can then download progress reports to look at whether children are on track and making satisfactory/good progress. They are able to also look at attainment for different pupil groups.

In addition to summative assessment, we regularly monitor teaching and learning to see the impact that the learning experiences and opportunities are having for our children. To monitor the impact, the Curriculum Lead or Subject Lead could complete:

Lesson observations

Work sampling

Talking to staff/pupils (pupil conferencing)

Monitoring plans

Analysing data

Teacher evaluation/pupils

Display – visual evidence, photographs, ICT etc

Resources – audit use and accessibility

Questionnaires

External views from School Improvement Partner (SIP) or Teaching and Learning reviews.

Finally, we use published data to look at the impact of Reading across our school. We are able to use the Phonics Screening Check results, end of KS1 assessment and the end of KS2 statutory assessment to look at the percentage of children achieving or exceeding the expected standard, as well as comparing ourselves nationally. We also use Ficher Family Trust to download detailed data analysis, looking at the attainment of different pupil groups.