



Rucstall
PRIMARY SCHOOL

Reading Policy 2022-2023

Aim

At Rucstall Primary School, we attach great importance in enabling all children to develop into fluent and confident readers who love books. To support this idea, we expose the children to a wide range of reading materials, both factual and fiction in our school libraries. Sharing these high quality texts has helped us to create a culture of reading for pleasure across the school; this is also aided by some of our regular volunteers who love to listen to Rucstall children read. Learning to read is one of the most important things children will achieve at our school so we are passionate about making sure that every single child learns to read well while also enjoying numerous stories, poems and information books that have been chosen to inspire and enthuse. In EYFS and Key Stage 1, we use RWI Phonics before children progress on to becoming free readers.

Reading Curriculum

Our Reading curriculum is based on the objectives from National Curriculum for English. We organise the teaching of these objectives using the Hampshire English Team Phase Expectations. This introduces and sequences objectives and skills across the three terms of a school year. Reading objectives are also continually revisited to ensure children practise and embed the skills they are taught. The texts chosen for children to read are also carefully mapped out in our long term English overview. The texts chosen have been selected to give the necessary challenge, breadth and cultural diversity that our children need.

How is phonics taught?

At Rucstall Primary School we use Read, Write, Inc. to support our phonics and early reading teaching.

Early reading starts with phonics. Children in EYFS and KS1, as well as those children who have not passed the phonics screening check or require additional support, are taught through the structured Read, Write, Inc. programme.

Children are regularly assessed and grouped by our phonics leader to ensure they work within an ability appropriate group and with children at the same level. This allows complete participation from all children in lessons.

How is Reading taught?

Reading is an integral part of our curriculum and therefore it is taught every day. Teaching follows a similar pattern every week. It is also closely linked to our comprehension skills that we call VIPERS. The VIPERS skills are a range of skills and prompts used to help children evaluate, analyse and articulate answers to comprehension questions. The VIPERS skills are:

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

Reading is taught based on a shared class text. As far as possible all children access the same text through listening to the narrative being read aloud as well as through independent Reading. Book talk and book discussion are also important aspects of our teacher's instruction.

The pattern of our weekly Reading lessons loosely follows:

Monday

- Read the chapter(s) for the week
- Discuss any unfamiliar vocabulary
- Summarise what has happened so far in the text

Tuesday

Introduce or recap one specific reading skill. The teacher models strategies. Activities are linked directly to the reading skill.

Wednesday and Thursday

Children independently answer questions or complete an activity practising the same skill or objective taught on Tuesday.

- Monday's text can be used with questions relating to the skill

OR

- Children read the next section of text and complete activities based on the reading skill

The two days provide an opportunity for children to gain a more in depth understanding of themes and plots within texts whilst keeping the cognitive load of decoding lower. It also allows the teacher to work with different children.

Friday

Children practise and apply mixed VIPERS skills to answer comprehension questions.

How is Phonics and Reading Assessed?

The Phonics Leader assesses all children on the RWI programme regularly, usually once per half term. Children are then moved groups based on their phonic development. The school takes part in the Year 1 Phonic Screening Assessment. All children who do not pass are then tracked.

Teachers mark and assess the progress of children against the objectives and skills set from the termly reading objectives. Children demonstrate their understanding through independent Reading tasks and Friday comprehension questions.

Teachers regularly listen to children read aloud within lessons, small groups and individually each half term. The school is working towards evaluating children's miscue, pace and intonation to help inform teacher's assessment of Reading fluency. Children's Reading ages are assessed annually using NGRT tests. Children's comprehension is also assessed through the NFER tests. Children with SEN may be additionally be assessed using YARC and SSRT.

Reading Recovery and Readers with SEND

Children who are not meeting Age Related Expectations in Reading are rigorously tracked and supported to ensure their progress and attainment can be accelerated. Within the learning journeys and independent Reading tasks given to children there may be alterations to the task design and comprehension questions selected to enable the children to have appropriate access and challenge.

Reading Comprehension Interventions

For children with slower fluency and weak comprehension we provide a range of additional Reading tuition to help children develop their pace and confidence.

In the summer term we target any struggling children using a staff Reading Mentor to help champion a child's Reading.

Independent Reading

Our expectation is for children to read independently at least four times a week. This is with a book borrowed from school. This reading is then tracked in children's personal reading journals which are checked every week by our staff. We then contact the parents of children who are not reading regularly and work to resolve any home reading difficulties.

We celebrate children's reading at home every week in our celebration assembly and at the end of the year.

Reading for Pleasure

To ensure that children read a good breadth and range of literature we have carefully designed Reading for Pleasure book journeys for each year group in Key Stage Two. These books are available in our library and are promoted in our classrooms. Children who complete their Reading for Pleasure journey are also awarded a certificate and prize at the end of the year.

Reading Culture

As a school we are passionate about reading and books and aim to create a thriving reading culture. Our staff have a class reading book that they read to the children every week. We have a calendar of reading events through the school year that celebrate books, authors and parent's involvement with reading. We publish regular reading recommendations. We work closely with the Hampshire Library service to further promote reading.