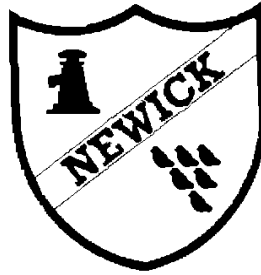


Reading Policy
Newick Church of England Primary School



Reading Policy

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Reading Policy

Newick Church of England Primary School



Reading Policy

WISDOM Our children will acquire a wide vocabulary, read easily with fluency and good understanding and write accurately and coherently to communicate ideas. We ensure that phonics and early reading provide excellent foundations for building these skills.

INDEPENDENCE – Our children will read widely for both pleasure and information. Using these exciting rich texts, we want children to produce unique and inspiring outcomes selecting their own ideas for presentation and genre.

CREATIVITY – Our children will be able to seek opportunities to create, refine and share their outcomes with a real audience.

KINDNESS – Through reading, our children will learn to develop culturally, emotionally, intellectually, socially and spiritually.

1. Read harder texts

Reading books aloud and discussing them is an integral part of our reading curriculum. Each class has a series of texts, carefully selected for both challenge and enjoyment. (Reading Overview. <https://newickschool.org/english/>)

The consistent exposure to harder texts ensures our children absorb a broad range of vocabulary (including academic vocabulary) and unfamiliar contexts. This will support their 'preparedness' for secondary school and to read successfully any text that may be out of their comfort zone.

By reading aloud, staff model the skills used to tackle challenging texts as well as demonstrating the correct expression and pace.

As well as the class text, a recommended reading list for each year group is published on the website and each child has access to a box of recommended reads in the classroom. Children are also encouraged through discussion with the class teacher and English subject lead to read stimulating texts.

2. "Close reading"

The idea behind 'close reading' is to equip the children with the skills needed to "solve" a more challenging text. This is supported by VIPERS.

Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary or Sequence

During a reading lesson the teacher will choose a part of a text and there will be an identified focus on one of the above strategies. Pupils are asked to reread the phrase / line / section in order to establish and analyse meaning and intent.

Reading Policy

Newick Church of England Primary School



These skills can then be used to unlock and master any challenging text that pupils may face in the future.

3. Read more nonfiction more effectively

The school library is well stocked with a wide range of attractive and useful non fiction. Each year group has recommended non-fiction reads which support the curriculum. See our English Curriculum Map.

Non-fiction both relies on and develops knowledge. Non-fiction texts are strategically placed alongside fiction texts in order to increase understanding and absorption of both. We call this the 'dual texts'.

Strategies to unlock non-fiction such as selective neglect, overlapping questions, analysing layout and scanning are taught to the children in reading sessions. Reading more non-fiction effectively increases vocabulary, which in turn gives children the knowledge needed to tackle more demanding texts in all subjects.

4. Writing for reading

Not every activity linked to interpreting texts involves a written outcome; however, a child who is able to respond to a text through writing a coherent explanation can demonstrate a thorough understanding of meaning. If, through practice, children are able to use authorial choice learnt during reading sessions there will be improvements in both reading and writing.

Early Reading and Phonics

In EY and KS1 children learn the structure of a wide range of stories, poems, rhymes and non-fiction texts which are chosen to develop pupils' vocabulary, language comprehension and to guarantee a love of reading.

At Newick, our synthetic phonics programme is Reading Rocket Phonics. Rocket Phonics is a systematic synthetic phonics programme that has been written by phonics experts. The progression of learning is clear and systematic and the books provided consolidate the learning and allow for application of phonics knowledge.

The ongoing assessment of pupils' phonics progress is frequent, fluid and detailed to identify any child who is falling behind the programme's pace. If necessary, targeted support is given immediately using small group tuition or in some cases, individual support.

Reading Policy

Newick Church of England Primary School



Individual Reading

Our reading books show a cumulative progression in phonics knowledge that is directly linked to our phonics programme. Our reading band books are carefully organised within the phonics phases. This is so there is clear alignment between the phonics teaching and the selection of reading books available. This way we can accurately check that our children are accessing early reading that corresponds with the graphemes they have been exposed to.

When our staff read with children they are checking for the children's ability to read fluently and decode words using their phonics knowledge. We as a school understand the importance of fluency when reading. Our staff are also checking for prosody – the art of using intonation stress and rhythm accurately. Our staff will have a clear focus during these sessions which is driven by our VIPERS acronym: (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary or Sequence).

Annie Murphy Paul writes in her piece "What Happens in Our Brains as We Read" notes that "The brain does not make much of a distinction between reading about an experience and encountering it in real life" meaning our brain is stimulated the same way. This demonstrates clearly that reading enables a variety of experiences without even going anywhere!

SEND Learners

It is very well established that a programme that includes structured, systematic phonics, in addition to engaging with book reading, is the most effective way to teach early literacy (MelbyLervag et al., 2012). Whilst we understand this, not all learners develop at the same pace. Some of our children also benefit from additional small group tuition in Early Years, KS1 and KS2. In Reception, all children complete their Speech and Language assessment, which outlines any key issues with Speech and Language and develops a programme of work to support the child individually.

We provide a robust phonics programme including booster sessions for those that need it. In KS1, there are phonics booster groups, small tuition groups and personalised reading programmes available.

In KS2, we have personalised reading programmes, booster phonics groups and small group tuition to support English skills. In addition to this, some children can be directed to take part in 2-week reading programmes to help support reading in school and at home.

At Newick, we have a clear focus on supporting our disadvantaged learners with reading. We recognise that reading is a skill necessary to access all areas of learning. Therefore, both the Headteacher and Deputy run a reading intervention programme, which helps those readers to progress and tracks their progress on a termly basis.

Reading Policy

Newick Church of England Primary School



We have a dedicated Library space where we offer buff reading books and coloured overlays for those children who require this. As well as a range of high interest reading books which support those readers who are at the early stages whilst maintaining age appropriate interests.

Our class teachers have had training on how to support AIR (Accountable Independent Reading) during reading sessions. This may include questions being posed and the children recording answers and opinions in reading journals or sharing ideas verbally. This ensures all of our readers are accountable and active readers.

Our list of quality texts has been carefully developed to ensure a vast range of quality texts are covered in the children's career at Newick. These texts include both fiction and a dual non-fiction text to run alongside the topic. We also include a variety of poetry and suggested books to read for pleasure.

Whole School

Twice a year, the whole school takes part in our 'Take One'. This is where we choose either a theme or a text that everyone engages with and produces quality writing that is displayed twice a year in the hall. 'Diversity' and 'Environment' have been the most recent and it has allowed our pupils to study texts addressing current affairs or quality ideas to enable them to transfer their new learning into the written form successfully. With everyone having this shared goal the whole school community can see the progression of best practice throughout the primary phases.

Our main aim is to introduce our children to the best that has been written. We want them to be exposed to a variety of quality written pieces in order for them to achieve their potential as WICK learners for future academic success.

'Every student must glimpse, as much as possible, the power that comes from the world that reading can bring to light.' (Lemov, Driggs & Wollway 2016.)

References:

D.Lemov, C.Driggs, E. Woolway: Reading Reconsidered – *A Practical Guide to Rigorous Literacy Instruction*. Jossey Bass. (2016)