

Tollerton Primary School

Reading Policy

Our focus at Tollerton Primary is to develop our children in becoming forward thinking citizens, ready for the ever changing, fast paced world that we live in today. We want them to have a knowledge of their local and global community, understanding their role within society and have a respect for diversity and difference. We encourage children to think creatively, to question, form balanced arguments and become independent problem solvers so that when they leave us, they will be able to face challenges with confidence.

It is our ambition to ensure all children are good or above average readers by the time they leave Year 6. We want them to be prepared for their journey ahead, ensuring that they are confident readers, thus enabling them to access all on offer, particularly when moving in to the KS3 curriculum. It is our intention that our children develop a love of reading and provide them with a rich exposure of diverse texts and genres in a structured and progressive curriculum.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

In our drive to ensure every child at Tollerton develops confidence and the skills required to read fluently, critically and independently, we aim to use a balanced two distinct areas of our reading reading to learn. Teaching strategies are their phase of education predominantly and the consistent focus in Tier 2



mix of approaches to reading. We see curriculum. Learning to read and implemented to support children in through Read Write Inc. and VIPERS vocabulary.

employed to teach shared, guided and approach to directly teach focussed comprehension skills. This is introduced in KS1 and implemented consistently in KS2. This approach links directly to the reading domains of the National Curriculum. The teaching of reading is embedded within meaningful contexts. We teach all children the skill of reading by providing access to a wide range of high-quality narrative and non-narrative texts.

A variety of teaching strategies are individual reading. We use the VIPERS

Foundation and Key Stage 1

Early Reading

Teachers use a balanced approach. In F2 and KS1 we use Read Write inc. to systematically teach synthetic phonics. Learning opportunities are encouraged during the day to also promote children's abilities to decode written language at word and sentence level, and to search for meaning in the text. Teaching activities also reflect the need for children to engage imaginatively with texts, empathise with characters and develop their specific interests in the world around them through their reading. VIPERS (see VIPERS section) is used throughout school as a structure to whole class reading. This approach starts in year 1 with a focus on vocabulary, inference and prediction. It is taught at the teacher's discretion as the focus for the academic year is RWI phonics and the statutory phonics screening test. In year 2, VIPERS is taught at least 3 times a week a week and the structure is introduced and becomes a consistent part of children's reading experience at school.

Read, Write, Inc. Phonics

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Aims and Objectives

To teach children to:

Apply the skill of blending phonemes in order to read words.

Segment words into their constituent phonemes to spell words.

Learn that blending and segmenting words are reversible processes.

Read high frequency words that do not conform to regular phonic patterns.

Read texts and words that are within their phonic capabilities as early as possible.

Decode texts effortlessly so all their resources can be used to comprehend what they read.

Spell effortlessly so that all their resources can be directed towards composing their writing.

Teaching and Learning Style

Praise – Children learn quickly in a positive climate.

Pace – Good pace is essential to the lesson.

Purpose – Every part of the lesson has a specific purpose.

Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation - A strong feature of RWI lessons is partner work and the partners ‘teaching’ each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

Planning

Pupils work within ability groups which are defined by their performance on RWI phonics assessments. Pupils are re-tested half termly during the year and the groups are reorganised accordingly.

Teacher generated planning is minimized as the planning is integrated into the teacher’s handbooks and follows set routines. Each group leader has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use. Teacher’s will support TA’s in planning for their RWI groups if necessary.

Delivery of Phonics

Initial sounds are to be taught in a specific order.

Sounds taught should be ‘pure’ ie ‘b’, not ‘buh’ as this is central to phonics teaching and ability to recognise sounds in words.































Blends are to be declustered. eg bl is two specific sounds.

Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.

Set 2 sounds are to be taught after Set 1 (initial sounds)

Letter names are to be introduced with Set 3.
















Speed Sounds Set 1

m	a	s	d	t
				
i	n	p	g	o
				
c	k	u	b	f
				
e	l	h	sh	r
				
j	v	y	w	th
				
z	ch	qu	x	ng
				

Speed Sounds Set 2

ay	ee	igh	ow	oo
 may I play?	 what can you see?	 fly high	 blow the snow	 poo at the zoo
oo	ar	or	air	ir
 look at a book	 start the car	 shut the door	 that's not fair	 whirl and twirl
ea	oi	ou	oy	
 cup of tea	 spoil the boy	 shout it out	 toy for a boy	

Speed Sounds Set 3

a-e	i-e	o-e	u-e	aw
 make a cake	 nice smile	 phone home	 huge brute	 yawn at dawn
are	ur	er	ow	ai
 care and share	 nurse with a purse	 a better letter	 brown cow	 snail in the rain
oa	ew	ire	ear	ure
 goat in a boat	 chew the stew	 fire, fire!	 hear with your ear	 sure it's pure

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. RWI sessions are taught daily for up to 30 minutes, with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children’s reading development.

RWI across the school

Reception

RWI starts within a week of all children being at school in September once the children have been baselined. It is fully implemented but taught as a whole class until all set 1 sounds have been taught. Once the sounds have

been taught, assessments will take place to determine groupings. All children will be expected to know set 1 sounds by the end of the Autumn term. If children are showing gaps, parents will be informed and a home – school support system will be put in place using Seesaw to communicate easily.

Key Stage One

RWI groups will be set following assessments carried out by the class teacher and Reading lead. Most children will finish the RWI programme by the time they finish Class 1 but some will still continue to have a daily phonics sessions in Class 2 until they are confident with all sounds.

SEND/Able Pupils

SEND pupils are fully involved in RWI lessons where appropriate. All pupils work in ability groups and teaching is geared to the speed of progress of each group. Need for 1:1 tuition will be identified by the class teacher, reading lead and SENco if required.

Able pupils are catered for as groups, are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children but will be mostly catered for with their peers.

The role of the RWI reading lead

To assess all Reception and KS1 pupils and designate pupils to the correct groups

To monitor children that have previously failed their Year 2 phonics screening tests and group them accordingly.

To monitor and assesses on termly intervals.

To complete ‘drops in’ on RWI groups to give advice and to informally check that pupils are in the correct groups.

Where necessary, model lessons.

Attends up-date meetings when they occur and disseminate information back to staff.

Speaks with the Literacy lead and Head teacher regarding groupings, teaching spaces and other pertinent matters.

is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards.



Key Stage 2

We aim to expand the skills gained earlier in the school by keeping a teaching focus on reading using VIPERS techniques.) The higher order reading skills are also taught through topic work and are not confined to the English lesson alone. We support all pupils to adapt their style of reading to suit the purpose skim, scan and read critically in combination with VIPERS in all areas of the curriculum.

Vocabulary	Find and explain the meaning of words in context
Infer	Make and justify inferences using evidence from the text.
Predict	Predict what might happen from the details given and implied.
Explain	Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.
Retrieve	Retrieve and record information and identify key details from fiction and non-fiction.
Summarise	Summarise the main ideas from more than one paragraph.

Whole Class Reading – VIPERS

Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) using VIPERS which were created by Rob Smith (The Literacy Shed).

Three to five lessons half an hour lessons a week is the expectation depending on the mix of other English lessons. VIPERS texts can be used as an introduction to an English unit where the teacher sees fit.

Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to reread the same extract themselves, they may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers. You may see a number of these different strategies during one session.

Key Stage 2 VIPERS strategies

Teachers plan key questions for each session based on the content domain being focused on.

Children are encouraged to orally speak the answer before writing anything down acknowledging their first answer may not always be their best. The focus of the lesson will determine the number of questions in each session to ensure children have time to provide quality answers. At times, children are given sentence stems and vocabulary that is expected to be used within their answer. Teacher may prepare an end of week quiz and class so, questions may vary. Class 6 preparing for Sats will be developing stamina and skills in answering questions quickly so will often have a larger amount of questions to answer.

Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate children are encouraged to use evidence from a range of different places within the text.

A typical structure of a VIPERS lesson

Reading - Introduction of chapter or extract (10 mins)

Teachers typically begin the reading in the session, modelling good use of intonation, movement, volume and expression. Children will pick up good reading styles from teachers' performances. Children may then be asked to take over reading. On a signal, children may read together in chorus. Independent reading may feature also, with the lower ability children reading alongside their support partner.

Quick fire discussion / Modelling skill (10 mins)

Quick fire questions - At a basic level, these questions allow opportunities to assess if children have understood and accessed the text. It may take the form of true/false activity or a speedy retrieval quiz (paired, independent or whole class).

Vocabulary - Teachers choose to focus on vocabulary as the main VIPERS skill at the beginning of each week and recap in each individual session. They should consider displaying and discussing new vocabulary before it comes up in reading. Any opportunity to explore potentially new words or phrases throughout the week should be welcomed. These words could be displayed or referred to throughout the week on a working wall, or children could collect them in a word web in their reading books.

Focus VIPERS - Children must be given opportunities to focus on VIPERS skills in separate lessons. (VIP – showing most in SATS). Therefore, each lesson may focus on one or two particular VIPERS skills, with some sessions focusing on a range of skills.

Modelling - Teachers model how to answer a particular type of VIPERS question before children attempt further questions using this skill. If the skill is explaining for example, the teacher should model a high-quality response with evidence provided to support. Teachers should model and encourage children to make good use of sentence stems.

Application of VIPERS skill (10 mins) Children work on VIPERS activities independently or in pairs using the VIPERS template for questions in their books. Questions can be differentiated to address specific skill gaps but this should involve only slight tweaking.

Recording and Assessment during VIPERS sessions

We encourage children to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or

an adult and then writing their best answer. Children work either individually after a discussion or orally discussing with a partner.

During this reading session teachers focus on specific children, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently.

When working with fluent readers, the sessions will not necessarily involve listening to all children read individually. It will become more of a discussion of issues, responses, ideas and opinions that lead and extend pupils through careful questioning and reference to the text. Teachers can then assess these children based on NC expectations and how they are performing relating to the specific content domain.

Content Domain for KS2 SATs

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

VIPERS in Key stage 1

Although not taught as rigorously in Foundation and Year 1, Year 2 will be consistently teaching reading using VIPERS strategies. Developing VIPERS skills in preparation for end of Key stage assessments and ready for Key Stage 2 is focus for the year (when children have embedded their phonics skills and completed the RWI program). Children will be working towards skills set out in the content domain for KS1.

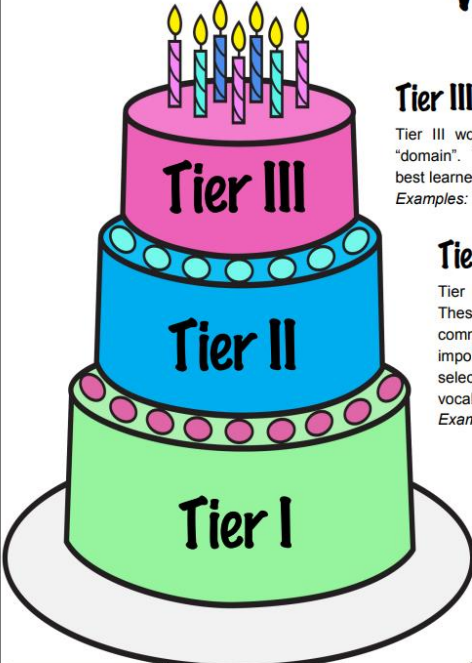
Vocabulary	Draw upon knowledge of vocabulary in order to understand the text.
Infer	Make inferences from the text.
Predict	Predict what you think will happen based on the information that you have been given.
Explain	Explain your preferences, thoughts and opinions about the text.
Retrieve	Identify and explain the key features of fiction and non-fiction texts such as characters, events, titles and information.
Sequence	Sequence the key events in the story.

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Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Teaching Vocabulary

In addition to the vocabulary taught through texts, teachers carefully select up to 4 Tier 2 key vocabulary they want the children to learn that week. These will be taught, learnt and embedded throughout the rest of the week during VIPERS sessions and across the wider school day to allow for children to use these words in different contexts. Where appropriate they are applied during literacy sessions. Words are chosen to support children's maturing language and greater understanding. Tier 3 words are shared on knowledge organisers and are displayed in the classroom with the topic displays.



Vocabulary Instruction

Choosing Words to Teach

Tier III

Tier III words are low-frequency words and are limited to a specific "domain". They often pertain to a specific content area. These words are best learned within the context of the lesson or subject matter.
Examples: atom, molecule, metamorphic, sedimentary, continent

Tier II

Tier II words are high-frequency words that occur across contexts. These words are used by mature language users and are more common in writing than in everyday speech. Tier II words are important for students to know to enhance comprehension of a selected text. Tier II words are the best words for targeted explicit vocabulary instruction.
Examples: hilarious, endure, despise, arrange, compare, contrast

Tier I

Tier I words are the words we use everyday in our speech. These words are typically learned through conversation. These are common words that rarely require direct instruction.
Examples: come, see, happy, table

www.blog.maketoteach.com Source: Bringing Words To Life (Beck, McKeown, & Kucan 2002)

Individual Reading

We have a mix of schemes in our library as we feel it is important for children to read a breadth of texts. In Foundation and Key Stage 1, books that are not RWI are matched to the scheme and selected to meet the phonic ability of the children. When children have finished the RWI programme (usually in Year 2) our books are organised in bands and continue in to KS2.

It is expected that most children will be free readers in upper KS2. Free readers choose their own books from either the school library or their class' own book area. Teachers monitor the books children choose and check the book is appropriate.

Those upper KS2 children that are not free readers are given help in choosing appropriate books.

Struggling readers are given interventions such as:

RWI 1 to 1

Dancing Bears

Individual reading with a TA

Echo Reading

Differentiated work – reading comprehensions

We encourage children to read '4 or More' times across the week either at home or school. We also encourage parents to support their children at home in achieving this.



Independent reading

Children in Foundation and Year 1 will have opportunities throughout the week to read independently, whether it be their own reading book or chosen from the selection of books in the classroom.

Children in Year 2 and Key Stage 2 will participate in daily independent reading where they read quietly to themselves from their own book for at least 10 minutes. Children will record in their reading diaries when they read and how many pages they have read. Parents are also encouraged to contribute to these diaries when they hear their children read at home. Parents are aware of the VIPERS strategies that we are using and have been provided with VIPERS style questions.

Independent reading may also take the form of sharing or browsing books from the class book area or books about the class topic at the time.

Class reading

Class story time – the teacher or supporting adult will read to the whole class a book usually linked to the class topic if appropriate. Books are chosen specifically with diversity in mind. They are chosen for enjoyment but also to be slightly harder than they would normally access themselves to extend vocabulary and sentence structure. The teacher models and gives explanation to support children's understanding and enjoyment. Storytime takes place everyday for all classes. We see this session as integral to the children's development, helping them to develop their imagination, vocabulary and wonder about the world. Story time is held every day in all classes.

Reading for Pleasure

Reading for pleasure is a vital part of every child's educational entitlement. We know that reading benefits children's educational achievements and their potential career success as adults. We address children's word and comprehension skills through RWI and VIPERS but we also recognise the importance of developing a love of books and reading. In our current society, with so little time and so many distractions, we see it as our duty as educators to embed a culture of reading into the core of what we do with the intention that each child becomes a life-long reader.

It is our intention that every child will be a reader by the time they leave Tollerton Primary. We believe that each individual should have the opportunities to develop a love of reading a book no matter what their background. If we can't work in partnership with parents at home then it is our responsibility to ensure that the reading culture is developed at school. That is why we place reading and books at the forefront of our curriculum.

This is how we develop a love of reading at Tollerton Primary:

Supporting staff:

- Encouraging staff to be role models for reading, by sharing and promoting books.
- Providing CPD for staff so they can become effective teachers of reading, including developing knowledge of different literature.
- Ensuring reading is integral in as many areas of the curriculum as possible.
- Being read to daily, class reading and discussion, independent reading, book talks.
- Encouraging reading at home and offering incentives to reluctant readers.

Parent partnerships:

- Developing parent partnerships, ensuring there is a two-way communication through the reading diary, questionnaires and conversations.
- Inviting parents to participate school reading events such as assemblies, author visits, volunteering, book fairs and our current reading drive of book recommendations.
- Provide support for families where reading isn't accessible or they find it difficult to connect with school. For example, sending home story sacks, reading resources etc.
- Ensuring parents understand how we teach early reading and comprehension skills and how much we value reading.
- Class teachers are responsible for ensuring children are reading regularly at home to an adult.

Developing a reading environment:

- Ensure the library is used effectively to support readers.
- Classrooms are well resourced with attractive book areas that cater for all interests.
- Classroom books are well resourced, attractively displayed and well organized.
- Children's own book reviews/recommendations are displayed.
- Ensuring children take responsibility and have some ownership for their book areas.

Targeting resources:

- Provide a range of books and resources that engage children with reading, drawing on a ranges of genres, types and interests. Such as environmental newspapers, magazines, multicultural texts, plays, poetry, dictionaries, thesaurus etc.
- Develop a range of books focused on diversity.
- Children to make suggestions for new texts.
- Make effective use of online texts such as Oxford Owl and Epic.

Celebrating reading:

- Visits from Authors and illustrators (including virtual visits).
- Lunchtime book club run by staff and children.
- Librarians responsible for the library and drive campaigns.
- Using social media and our website to promote the love of reading and sharing of books.
- Contacting authors through social media, encouraging discussion.
- Promoting the love of books with staff, parents, authors and celebrities
- Participating in National events such as World book Day and poetry week.
- Opportunities for book talks and reviews.
- Opportunities to take part in competitions both in house and nationally such as designing a book cover and making a potato book character.

Monitoring Reading for Pleasure:

- Surveys for staff, parents and children.
- Analysis of pupil questionnaires/interviews and reading attainment data.
- Learning walks.
- Audit of environment.
- Audit of staff knowledge and teaching of reading.
- Ongoing dialogue with parents and governors.

Impact

When measuring the impact of our curriculum, we strive to ensure that our children's attainment in reading is in line with or exceeding their age related expectations. We measure carefully using a range of assessment strategies, so that children will be prepared for the next stage of their education. To develop behaviours and habits to become effective readers We encourage children to persevere when faced with something challenging, to be motivated to succeed and to achieve.

Assessment

Assessment will be based on observation and discussion and will be a continuous process throughout school. Formative assessments will inform teachers planning.

Summative assessments:

EYFS Baseline and Profile

Years 1- 5: NFER Summer term

Years 2 and 6 - SATs Reading paper

Years 1-6: reading moderation across the school and with the MAT

At the end of each term, teachers in all classes will assess the overall achievement of each child in reading and enter their TA on Otrack.

The result of teacher assessments and the standardised tests will form part of the school's monitoring procedures.

Assessment information, from both the formative and summative assessment progresses, is used to provide updates to parents via Parents' Evening or meetings that are more specific with parents.

In the Foundation Stage, children are assessed using the Baseline at the start of Reception to inform their next steps of learning. RWI and The EYFS framework is used as a tool to support children's assessment in reading which is ongoing throughout the year. Evidence and data is recorded on OTrack. These judgements inform the Early Years Foundation Stage Profile at the end of Reception.

Inclusion

All pupils are entitled to access reading resources and teachings at a level appropriate to their needs arising from race, gender, ability or disability. A range of inclusion strategies are embedded in practice and teachers are aware of all children with particular barriers to learning.

Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

It is intended that all Pupil Premium children make at least good progress and when appropriate, support is targeted for these children including teacher led focussed learning and 1 to 1 support.

Staff Development

Identified training needs of staff will be supported by the provision of in-service courses either within school, the Equals Trust or the LEA.

Monitoring

The subject leader will monitor the implementation of reading through pupil interviews, learning walks, lesson observations and work scrutiny.

Class teachers and the HT meet on a termly basis for Pupil Progress meetings where they analysis cohort data, identify children that need further support to meet age-related expectations and discuss interventions that a child may need.

The Governing Body are kept updated through HT reports.

Links with other policies:

Behaviour Policy

Marking/feedback Policy

Policy written: February 2021

Policy review: This policy will be reviewed every two years or as when necessary owing to changes in curriculum or implementation of new initiatives.