



Reading Policy

Staff Responsible:

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Teaching and Learning in Art and Design

Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Vision
2. Subject Policy
3. Unit of Study Overview (LTP)

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation may contain:

1. **Subject Audit** - An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. **Subject Action Plan** - Supports the RAG rating from the Subject Audit.
3. **Learning Enquiry** - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice.

From the steps above, all findings are collated, feedback is shared and next steps are actioned.

Delivery of Reading

In Shotley Bridge Primary School, the Progression of Skills Overview for each year group clearly maps out the knowledge and skills to be taught across the year. All teaching in English and reading lessons are planned around rich texts, which have been carefully selected to ensure exposure to quality literature. The texts may be linked to the wider curriculum or include stories that promote diversity. In addition to the main texts in English/reading lessons, children will have experience of a variety of supplementary texts to complement their learning in the wider curriculum and give them exposure to a wide range of voices and writing styles. They will investigate how language can be used for a variety of different purposes and audiences, inspiring them to read independently for purpose and pleasure.

Lesson Content

Early Reading and Phonics in Early Years and Key stage 1

Children share picture books and other texts together with the class teacher. Continuous provision complements the stories with access to a range of books, puppets and other engaging materials. All pupils take part in group reading sessions lasting 10-20 minutes with an adult 3 times a week. These reading sessions follow the Little Wandle reading scheme. Children are routinely assessed for their grapheme-phoneme recognition and the skills of blending and segmenting.

Whole class phonics is delivered daily following the Little Wandle phonics scheme. Our Phonics and Early Reading Policy can be found on the school website.

Whole Class Reading in KS1 and KS2

From Year 2, whole class reading takes place as a separate session in addition to the English lesson. These 30-minute daily reading sessions take place four times a week after lunch. The teacher's role is to make overt what good readers do. During these sessions, children access a text which may be too challenging for them to read independently. Reading skills and strategies are clearly modelled by the teacher, and 'book-talk' will help children to gain a deeper understanding of the text. Where possible, children should read from their own copy of the text. All abilities should be included and challenged through differentiated questioning. The outcome of the lesson will usually be written, preparing children for the expectation of written responses in end of key stage assessments. However, other teaching activities are encouraged and promoted to immerse children into the richness of the texts, its characters and the plot to truly develop a love for reading.

VIPERS

Key reading skills have been identified, and combined together in the VIPERS acronym to support children's retention and recall of these. Each letter stands for;

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence/Summarise

The use of year group specific VIPERS progression of skills documentation is encouraged to select age appropriate, progressive questions. Each VIPERS skill should be covered during a two week cycle, however, the skill taught each day is selected to compliment the extract the children are reading.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence Reading effectively, the following strategies have been implemented: -

- Reception - 1:1 reading, small group reading, teacher assessments during phonics, half-termly phonic assessments
- Year 1 - Individual English books, 1:1 reading, small group reading, teacher assessments during phonics, half-termly phonic assessments, Lexia
- Year 2 to 6 - Individual English and Reading books, 1:1 reading, small group and whole class reading, termly NFER reading assessments, Lexia

For further details regarding each of the above systems, please see our Year Group Specific Reading Offer documentation.

Assessment

As per our Marking and Feedback policy, adults are encouraged to formatively assess throughout the entire learning sequence, ensuring proactivity and responsivity to the needs of all children. This feedback can be verbal or written feedback.

Staff combine all informative assessment data and knowledge to produce a teacher assessment in reading at the end of every term. This is shared with SLT on whole class/year group assessment grids. During pupil progress meetings, teachers discuss individual or whole-class errors/trends when listening to reading, engaging in discussions in class and marking of reading tasks in exercise books. Whole-class trends should be addressed and evidenced in books. Individual errors should be addressed through support within lessons and catch-up interventions, and evidenced in books.

Lowest 20% of Readers

From teachers assessment, the lowest 20% of readers in each year group is identified. These children are supported to make accelerated progress to become fluent readers in a number of ways:

- 1:1 reading three times a week
- Targeted support within English and reading lessons from the class teacher or teaching assistant
- Phonics/reading booster groups before school
- Scaffolded tasks during lessons.

