

# Reading Policy



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## Intent

At Beech Hill, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe that reading is key for academic success and progress across the curriculum. We aim to instil a love of reading in our children and place this at the heart of everything we do. We provide children with experiences that will lead to rich language development so that at the end of their primary education with us, they are empowered with a breadth of vocabulary that they can build on in their future prospects. We want children to express themselves, be creative and expand their imagination through a broad range of stimulus.

## Aims

We believe reading underpins many other aspects of learning and is of vital importance. We aim to:

- Ensure that reading has a high status at Beech Hill, with successes celebrated.
- Develop positive attitudes to reading that ensure reading is an enjoyable and meaningful experience.
- Use reading as a fundamental part of all curriculum planning and development.
- Provide our children with the opportunity to read and respond to a wide range of high-quality texts that have been carefully selected for each year group.
- Read and respond to a variety of texts whilst developing an increased level of fluency and independence.
- Develop a range of reading strategies that allow children to tackle reading problems and the wider curriculum with confidence.
- Involve, engage and update parents on their child's progress via home-school reading record communications and parent workshops.
- Upskill staff by providing them with training on a regular basis to ensure they are up-to-date with school policies and procedures.

## Implementation:

### Planning, Teaching and Learning

Reading is one of our main priorities at Beech Hill. It is a skill which underpins a child's ability to access the wider curriculum and allows them to broaden their vocabulary and develop vivid imaginations. Teachers carefully plan lessons which ensure National Curriculum coverage for reading. At Beech Hill, we follow a creative curriculum which sets a theme for each half term. Texts that are focused on in English sessions are carefully chosen to fit the theme but also must be challenging and engaging for the children. To ensure children are given the best opportunity to succeed, pupils are given daily reading teaching that build skills in fluency and comprehension (VIPERS) and additional reading for pleasure time (Accelerated Reader) and the Key Text Libraries.



### Reading Comprehension and Fluency

We teach reading comprehension, through using reading VIPERS. It is a whole class reading approach that equips pupils with the necessary skills to be successful readers. VIPERS stands for: vocabulary, infer, predict, explain, retrieve and sequence/summarise. These are all linked to the assessed strands in the end of key stage assessments. We use a range of high-quality texts, images, picture books and films. We teach VIPERS through: discrete sessions, English lessons and across the wider curriculum. Teachers select texts matched to the attainment level of pupils; these texts promote subtle challenge and allow pupils to reinforce fluency, decoding and comprehension skills regularly.

Reading fluency practice takes place during either reading VIPER sessions or through either English lessons to help improve children's reading fluency and accuracy. Reading fluency is when children echo read the text with the teacher. By doing this they are learning how to read with the correct level of intonation and expression and they get the opportunity to listen to what fluent reading sounds like. Children then text mark the text to show the intonation. They use different symbols to show where they should pause, where they should raise their voice, where they should add expression and where they should add extra expression. Pupils then answer questions about the text to show their understanding of the key reading strands.

### Inclusion:

The activities or level of support is adapted for different abilities so that all children can access learning and be challenged. All pupils with special educational needs/NTE learners, will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. The use of 'Talking Tubs' are used to introduce new vocabulary and pre-teach any new concepts that are in the stories. Pictorial stimulus or activities which are designed to have a comprehension focus but reduce the amount of decoding are used and children have access to a range of picture books to help their development of English. Pupils who need it, are withdrawn for short periods, to participate in individual and small group programmes, based on their needs as written in their Individual Education Plans (IEPs). Challenge for our most able pupils is provided through careful planning; children are given extra tasks to deepen their understanding which give pupils the opportunity to develop their inference skills as well as all the other reading skill.

## Individual Reading

At Beech Hill, every child is heard reading individually by an adult at least once a week. Children who have been identified as needing support to improve their reading for those who do not read regularly at home are targeted for additional reading, whenever possible. All adults encourage children to decipher unknown text for themselves using the strategies taught in class. Children are then questioned about the text linked to reading Vipers to check for levels of comprehension and to deepen understanding. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Every child has a reading record and constructive/positive comments are made by teachers or support staff to support home-school communication. At times, targets for development for children to work on are given.

## Reading for Pleasure

### The Reading Environment

All classrooms in lower school and EYFS have inviting and engaging book corners. They offer a wide range of categories of reading materials.

The reading corners aim to:

- Provide a central location for classroom reading resources
- Help each child learn about books and the pleasure of reading
- Provide opportunities for independent reading and curricular extension
- Serve as a place where each child can talk about and interact with books

## Key Text Libraries and Repeated Text Libraries

Staff have collectively put together a selection of core books for each year group, with the aim to create a living library inside a child's mind and to promote a love of reading. Children are exposed to a range of texts and this is built on as they progress through year groups so they become familiar with a wide range of texts. The texts are shared through story time as well as in English lessons and lessons across the wider curriculum.

Throughout school, story time is also implemented into the daily timetable. Teachers and support staff read to the children and model the use of intonation and expression; this helps to extend children's vocabulary and comprehension, as well as support their writing.

## Repeated Text Libraries in Nursery -Year 2

The books will be read again and again. They have been picked to ensure a coverage of a variety of genres, including fairy tales and poetry. The other texts have been specifically chosen because they have rich vocabulary, are written by a famous author, teach diversity or are recommended books from the Pie Corbett Reading Spine.

## Key Text Libraries in Year 3 – Year 6

The texts have been selected to expose the children to different genres, styles of texts and cultures and viewpoints.

## Borrow a Bedtime Story Scheme

Children in KS1 and EYFS use the 'Borrow a Bedtime Story Scheme' to help promote reading for pleasure. Children pick a library book of their choice to share with families once a week or fortnightly. These are engaging picture stories and traditional tales, beyond their reading ability and is in addition to their reading book. Parents are given information leaflets to help support reading for enjoyment at home.

## Renaissance Learning- Accelerated Reader

Accelerated Reader (AR) is part of the Renaissance Reading software package by our school to encourage and improve reading, measure growth of the individual reader and to provide quality reading for all. Research suggests that it is important for students to have control over their own reading activities; AR promotes this as children select books aligned to their developing reading interests; this promotes reading motivation, engagement, effort and commitment. Furthermore, students who learn to make their own reading choices become more confident doing this independently when they are older. Easy access to a large number of books is important to allow student choice, however guidance to support decision making can also be very helpful. Children in Year 3- 6 will choose a book at their own level and read it at their own pace and for children in Year 1 and 2, books are carefully selected to ensure that it is at the correct level for children.

## Parental Involvement

We strive to develop and encourage a strong partnership between home and school. It is our policy to encourage parents and carers to contribute to their child's reading development and to encourage a love of reading.

Staff encourage parents to be involved by:

- Using home/school reading records and encouraging parents to comment in records as often as possible.
- Holding workshops to inform parents about how reading is taught across school. Within these sessions, parents are able to observe how reading is taught within school and gain advice on how to support their children at home.
- Circulating information when significant changes have been/are made to the reading curriculum.
- Inviting parents of Year 2 and 6 pupils to a meeting about supporting their

children with SATs.

- Holding parent and child phonics picnics and reading cafes for nursery, reception and Year 1 children.

### Monitoring

The teaching of reading is monitored closely throughout school. Lessons are observed regularly by SLT and subject managers and book scrutinies take place at least twice a year.

These provide leaders with action points to take forward and give feedback to teachers.

There are regular meetings for reading to update staff on developments in the subject and to help maintain consistency.

### NFER Assessment and Star Reading

The assessments that take place for reading each term are STAR Reading assessments and an NFER assessment. The NFER tests provide teachers with a scaled score, which helps

determine whether pupils are below, at or above age-related expectations. The STAR

Reading test provides teachers with a reading age for the children which is also used to

inform an overall judgement. Teachers use the data provided from both assessments and the

assessments made during individual reading to assess each child on Target Tracker. This

allows teachers and leaders to monitor progress within year groups and target children who

are not at age related expectations.



## Renaissance Learning - STAR Reading

All children who can access the program, will complete a STAR reading test at the beginning of the year and at the end of each term (year 2- 6), year 1 children and children with additional learning needs or EAL learners, will begin the program when they are able to read set 2 and 3 Read, Write, Inc. sounds correctly and can read with some fluency.

Star Reader is a multiple-choice reading assessment completed individually on the computer.

Questions continually adjust to the child's responses so if their response is correct, the difficulty level is increased. If they miss a question or give an incorrect answer, the difficulty level is reduced. The STAR reading test, along with teacher judgement assists us in identifying a child's ZPD (Zone of Proximal Development) range.

## What is a Zone of Proximal Development (ZPD)?

After children take a STAR reading test, the teacher will assess the results and give them a ZPD reading range. The range aims to challenge a child without causing frustration or loss of motivation. Children will then be able to select AR reader books within their range and when finished, children will take a short quiz on the computer. Passing the quiz (80% or higher) is an indication that the child has understood the book.

AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help children direct ongoing reading practice. We ensure that we praise effort and growth in reading interests/skills as well as focusing on ability.

## Reading Cultural Capital

At Beech Hill, we take every opportunity possible to enhance the cultural capital of our learners and equip them with the knowledge and experiences. One way in which we promote cultural capital via reading is by providing and exposing our children to a range of texts, from different genres, that have been written by authors from a wide range of backgrounds. We spend time looking and learning about authors of the books we read in English lessons and the books that are in our Repeated Text Libraries/ Key Text Libraries so when our pupils leave Beech Hill, they have a breadth of knowledge and understanding about famous authors and literature. In the future, they can build on this and eventually have the ability to engage with high culture literature.

We also take pride in our vocabulary rich environment that runs through school from Nursery to Year 6. Our pupils are constantly surrounded by and encouraged to use adventurous vocabulary that will add to their repertoire of words. Our 'Must Knows' approach across the curriculum also provides children with cultural capital as it adds and widens their bank of vocabulary and encourages them to use more sophisticated words.

Celebrating achievements in English is also very important for us at Beech Hill. We hold an annual 'Grammary Awards' celebration, which celebrates children's achievements on reading and writing across school.