



Together in God's love, we learn, inspire and grow



Reading Policy

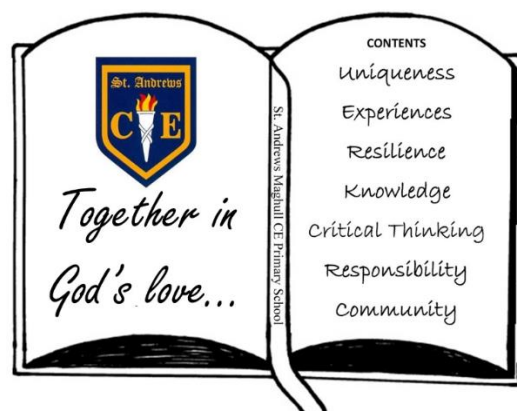
This policy has been adopted by the governing body
of

St Andrews' C of E Primary School.

It will be reviewed annually or as required.

Date written 28.09.22

English Subject Leader: Jon Robinson



Reading

The overarching aim for Reading at our school is to promote the highest standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop the love of literature through widespread reading for enjoyment across all aspects of the curriculum. St Andrews' children will be inspired to become independent, life-long enthusiasts of reading, with the skills required to decode, fluently read, and comprehend a wide range of texts, becoming flourishing readers for life.

This, in turn, helps build a rich curriculum where **intent** and **implementation** leads to the **impact** and improved outcomes for children.

Links to St. Andrews' whole school curriculum intent:

Whole School Curriculum intent

Our UNIQUE curriculum is designed to recognise and have a solid understanding of children's prior learning, providing **knowledge** and **learning experiences** which build **resilience** and **critical thinking**.

Central to this is excellent skills in **Reading** – the essential key to the whole curriculum.

We provide opportunities to engage learning in a fun and nurturing way and every child is recognised as a **unique individual**.

We plan and provide a clearly mapped out curriculum which results in good quality outcomes.

We model and promote **positive attitudes** to learning which reflect the values of our Christian school, **enabling** children to take **responsibility** for their lives. Children leave St Andrew's with a sense of **belonging** to an **outward looking community** where opportunities and aspirations are unlimited.

At St Andrew's we ensure that equality is embedded in all that we do.

The Reading curriculum intent emphasises the aim for all pupils to develop their knowledge, skills and abilities in reading.

Reading Intent

Understanding - Our Reading curriculum introduces every child to a wide range of authors and high-quality texts, within English lessons, WCGR lessons and through shared end-of-day reading. Our teachers have a solid understanding of children's prior learning in Reading and our curriculum is carefully mapped out to ensure progression, building upon what children already know and can do. Our WCGR lessons are carefully sequenced to build excellent fluency and vocabulary enrichment before demonstrating comprehension and deep understanding.

Nurturing - Our English curriculum is based on high quality texts that promote discussion and thinking around issues that develop understanding of the wider world and wider social issues, exemplifying inclusivity. In this way, we nurture children holistically through the texts chosen for them. Within daily reading lessons, each child has a shoulder partner who can be called upon for support, should they need it. We create a high challenge but low threat environment by giving sufficient 'shoulder partner' time before answering specific, targeted questions and taking part in discussion. Daily, the children are nurtured through a class reader text that is read aloud by an adult at the end of the school day. This nurtures our children to become readers for pleasure and provides shared enjoyment. Children who are not supported with reading at home, enjoy 1:1 reading time with an adult in school, nurturing their reading skills and practice.

Individual - High quality teaching and learning of reading allows the children to share their own ideas and responses, auditioning and preparing their thoughts in paired discussion. Each classroom has a designated Reading Corner that allows the children to make individual self-selected choices about the texts that they wish to read.

Quality - Our Reading curriculum is based on high-quality, award-winning texts from renowned and diverse authors. These give the children quality reading experiences and are highly aspirational models of literature. For phonics teaching, our school uses a consistent and high-quality programme of study that rigorously advances pupils' reading skills. Equally, class guided reading texts are selected based on their lexical difficulty and contextual complexity to provide high quality reading challenge to our pupils.

Unlimited aspirations - Every pupil at St Andrews is a reader, leaving our school with: excellent fluency in reading, high quality comprehension skills, that are embedded for life, and the ability to read a wide range of texts, written for a range of purposes. To do this, we use a curriculum based on high-quality, award-winning texts with highly aspirational models of writing to inspire our children. For independent reading, the children select from a broad range of high quality and appropriately levelled books and novels that inspire them.

Equality - We recognise the fact that we have children of differing reading and writing ability in all our classes and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. In every RWI, WCGR and English lesson, Talking Partner work takes place that allows the children to share their ideas orally in a low threat / high challenge environment. In addition, teaching sequences are considered that allow children to respond in a variety of ways, allowing all learners to make and demonstrate progress. By reading widely, children are able to compare their own thoughts and experiences to those of others and develop understanding and empathy for wider society so that their understanding of, and commitment to, equality develops. Click on the link below to see our Thematic Road Map to see the wider community issues, personal development themes and Christian Values that are covered in each year group in Reading.

<https://primarysite-prod-sorted.s3.amazonaws.com/standrews/UploadedDocument/6fa5b129-af11-417b-93bd-d067c4e27ae2/reading-thematic-journey-at-st-andrews.pdf>

English - Reading Implementation

The St Andrews' English curriculum for reading is built around the National Curriculum, and reflects our school values, our children and our local community.

Early Reading and Phonics

We believe that high quality teaching of Phonics is the key to developing independent readers and this is given the highest priority. We want 'every child to be a reader' and we implement a rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics.

Phonics is taught daily as a discrete lesson, and we use Read Write Inc (RWI) as a core scheme to teach synthetic phonics which is multi-sensory, exciting and engaging. RWI sessions follow a set structure with a focus on reading, spelling and handwriting. During the Foundation Stage and Key Stage 1 children develop their phonic knowledge and skills and apply these in both reading and spelling. As developing readers, children are encouraged to use a wider range of strategies to aid decoding of text and to enhance their understanding of material across a range of genre.

In EYFS, KS1 and for targeted children in lower KS2, Read Write Inc phonics scheme is used to deliver daily sessions to support early reading, handwriting and phonological awareness. This is delivered to small groups of children who are assessed half termly to ensure that their reading level is matched to the group that they are in. Reading opportunities are also embraced throughout the wider curriculum and play provision in EYFS and KS1.

What a typical Read Write Inc session looks like at St Andrews:

- 1) Teacher uses flash cards and other resources to review sounds already taught
- 2) A new sound is taught using multisensory approaches
- 3) Children practise writing the letter shape
- 4) Children are introduced to a book that uses all of the sounds that they know, and introduces the new sound
- 5) Teacher reads aloud
- 6) Children then read together
- 7) Teacher repeats a sentence from the story that includes the new sound
- 8) Children hold the sentence in their head and then attempt to write it in handwriting books
- 9) A copy of the book shared in class, along with another book, that reinforces the new sound, is sent home for the children to practise with parents/carers

You may wish to view the links below to see how you can support your child at home in taking their first steps as fluent readers:

<https://wordsforlife.org.uk/parent-support/>

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

<https://global.oup.com/education/content/children/issues/phonics-for-parents/?region=uk>

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

<https://www.phonicsplay.co.uk/>

The [Phonics Play](#) website is packed with interactive phonics games and many different resources to help your child use their phonics skills in reading.

Growing and Flourishing Reading

Once a child can master early decoding skills (usually between the end of Year 1 and during Year 2), reading is taught explicitly through daily whole class guided reading lessons and is built upon throughout the wider curriculum. Reading opportunities, across the whole curriculum, are clearly mapped and included in all Medium-Term Planning for each curriculum area. The expectation in St Andrew's is that children will take part in active reading at least three times per day across all subjects.

Children at St Andrew's, who have mastered early decoding skills and have progressed through RWI, have 25-30 minute daily whole class guided reading sessions. These are explicit teaching sessions built around the Reading VIPERS structure which focuses on teaching the key reading skills linked to the National Curriculum content domain areas of:

- **Vocabulary** - understanding and explaining vocabulary used in context
- **Inference** - make and justify inferences from a text
- **Prediction** - predict what might happen from implied and given details
- **Explain** - explain their own thoughts and preferences and how writers use language, information, presentation and structure to convey meaning and point of view
- **Retrieval** - retrieve and record information and key details from texts
- **Summarise (KS2)** - summarise the main ideas from a text
- **Sequence (KS1)** - sequence the key events in a story

Whole class guided reading is structured in a uniform and systematic way. Each week the structure of teaching is identical so that children are familiar with the routines in place. From day 1 to day 4, the children read and re-read the same challenging text to build up excellent fluency, as we believe that comprehension can only come with fluency. The structure is designed to build up excellent reading fluency and as follows:

- **Day 1** - Images, carefully chosen vocabulary from the text and the text title are used to promote discussion around the text that will be studied that week. We call this 'Activating our schemata' and the teacher uses ideas from paired and class discussion to populate a shared mind map for use throughout the week. The teacher then models reading of the text, giving the children time to highlight any key vocabulary that they are unsure of. The children read along, using a reading ruler to guide their initial reading. The key vocabulary highlighted is then shared as a class and recording on our Working Wall. The teacher has an opportunity here to elicit meaning or explicitly share meaning by using 'reading around the word' strategies with the children. Children are then given time to share responses to a discussion question. A short paragraph is then modelled and children will practise reading this to their partner. Finally, a focus group reads the text aloud to the class and a second deeper discussion question is responded to.
- **Day 2** - Our focus is always on the content domain of 'Retrieval' on day 2. Our class shared mind map is used as a discussion point and key vocabulary from day 1 is reviewed prior to reading. Again, the teacher models excellent reading of the text with children reading along. After this, a different paragraph (or paragraphs) is rehearsed by the children with a talking partner. A reading focus group will then read the text aloud. Finally, the teacher models techniques for retrieval practice and the children are given an opportunity to use these skills to answer retrieval style questions.

- **Day 3** - On day 3, we focus on the content domains of vocabulary. Key vocabulary is reviewed at the beginning of the lesson, through retrieval questioning. Again, the teacher models excellent reading of the text with children reading along. After this, a different paragraph (or paragraphs) is rehearsed by the children with a talking partner. A reading focus group will then read the text aloud. Finally, the teacher models techniques that help children to understand new vocabulary and explain its meaning context, giving the children an opportunity to tackle questions of this type.
- **Day 4** - The content domain focus for Day 4 is always 'Summarisation' and 'Inference' as, at this point, fluency is at its peak and these skills require great fluency and knowledge of the text and around the text. Key vocabulary is again reviewed at the beginning of the lesson, through retrieval questioning, in order to make sure that new vocabulary is embedded. Again, the teacher models excellent reading of the text with children reading along. After this, a different paragraph (or paragraphs) is rehearsed by the children with a talking partner. A reading focus group will then read the text aloud in full. Finally, the teacher models inferring or summarising aspects of the text before the children are given an opportunity to tackle questions of this type through partner or small group discussion.
- **Day 5** - On day 5, the children will be introduced to a completely new text. Reading of this will, again, be modelled by the teacher, drawing attention to key vocabulary. After this, the children are given an opportunity to implement the skills taught over the week. At times, a small focus group will work with an adult to address misconceptions or build further fluency and skills.

All of our whole class guided reading texts are carefully chosen by teachers based on the lexical and syntactical difficulty presented in each. This ensures that progression through increasingly challenging texts takes place. The texts are chosen specifically to augment: genres of writing that are being taught at that time or knowledge in wider curriculum studies e.g. Year 3 may be reading non-fiction texts about Ancient Egypt in whole class reading, whilst studying Ancient Egypt in history.

Strategies for Reading at Home Document

<https://primarysite-prod-sorted.s3.amazonaws.com/standrews/UploadedDocument/ac8c83fe75de4721993415b3a38ccb a8/reading-at-home-strategies-and-ideas-for-families.pdf>

Link to booklet to support families with Read Write Inc

<https://primarysite-prod-sorted.s3.amazonaws.com/standrews/UploadedDocument/7d2d0a67-db5a-4f13-8a56-cb883133b2a3/rwi-reading-at-home-booklet-1.pdf>

The St Andrews' Reading Spine

The St Andrews' Reading Spine is a core of books that St Andrews' children will read and engage with over the academic year. These are our 'Read Before I Leave' texts. It includes a variety of classics and essential reads that help children engage at a deeper level and enter the world of the story. Many of the books are 'award-winning' children's books and have been selected to engage the children, broaden knowledge across the wider curriculum and expose the children to high quality, diverse literature.

Great stories build our language: 75% of vocabulary comes from reading. Our spine of stories aims to inspire the reading appetite of our children to develop their imagination and equip them with a wide vocabulary. All of these texts are available for children in school and displayed for them to select and read over the course of the year. They may be read as a whole class as part of VIPERS Guided Reading sessions; read as a 'Class Reader' at the end of each day or read independently as part of 'DEAR - Drop Everything And Read' activities.

Please see our 'Reading Spine' document for more information relating to these high-quality, recommended texts for each year group (Reception to Year 6). We would ask that all children at St Andrew's read these books over the course of their respective year.

At St Andrew's we are ambitious for the breadth of reading that our children undertake. In conjunction with the Book Trust, we have compiled a list of '100 Books to read before you leave KS1' and '100 Books to read to read before you leave Year 6'. **Please see our 100 KS1 and 100 KS2 books documents for further information.**

Home Reading Books

In EYFS and KS1, children's home reading books are carefully matched to the sounds that they are learning in their RWI sessions. They take home a book that they have looked at in their daily RWI sessions, plus another book that reinforces the sound, but that they have not read before. Parents/carers are also encouraged to share books with their children that are above their actual reading age.

Children from Reception to Year 6 choose (younger children are supported in their choices) and read books from our book banded reading scheme as their 'home reader'. Each book has been carefully selected for individual understanding of reading comprehension and children select these according to their own reading ability, in consultation with their class teacher.

Children in Reception and Year 1 will have a reading book, that wholly reflects the phonics stage that they are studying, to read in school. The children read the book twice over a week in school. For the first read, the children are focusing on accuracy and fluency and for the second read the children need to use their best 'Storyteller' voice. They will also have a 'challenge' reading book that they take home to practise and develop reading skills taught in school. The children will change their books when instructed by an adult. Children are to bring these books in everyday so they can read their book to an adult, when requested.

Children who have progressed through the Phonics phases (generally year 2 - Year 6) select a reading book from our book banded library, that they will read in school and be able to take home. In order to practise their reading skills, they are encouraged to read with an adult at home. The children are assessed in Reading once per term, using the 'Running Record' system, to determine the most suitable band of books for them to choose from, in order to provide challenge. Teachers can assess children more frequently if they feel that a child has made significant progress. Within each band of books, each title is allocated a graded 'book level' that determines the text's complexity. This ensures that progression within a book band can take place.

As well as this, each class has a dedicated 'Reading Corner' with a wide selection of books. These books have also been allocated a 'book level' and children will be able to make their own selection from a broader range of bands with guidance from the adults in class. These can be read in school and taken home too. These books are designed to encourage reading for pleasure and enjoyment.

Reading Reward Scheme

To encourage and celebrate the home reading of all children, we have a whole school reading reward scheme. This scheme is the 'Reading Raffle'.

Why have we introduced this scheme?

Reading at home is one of the most important ways in which you can help your child make good progress. At school, we teach the skills they need to decode and comprehend words daily but, to consolidate these skills and grow as confident readers, they will also need lots of practise. Children who read with their families develop these skills much more quickly and develop a love of reading that can last a lifetime. At St Andrews', we recognise the incredibly important role that families have and want to support this in every way we can, and we hope the 'Reading Raffle' scheme will really motivate your child to read at home.

How does it work?

The scheme is very simple and is designed to celebrate all of the amazing reading that is being completed at home already. All children have to do is read at home 5 nights out of 7, as they have previously been doing, and have their reading record signed by an adult. In some cases, older children may **also** wish to leave a comment in their own reading record, and this is also encouraged - after all, it is their reading!

Every week of reading 5 nights - and their reading record being signed to indicate this - children will earn a raffle ticket. On the following Friday, a raffle ticket will be drawn in each class and the winning child, drawn from the pot, will earn a special reward prize and receive a certificate in Assembly. In addition to this, all children who read, and have their reading records signed, 5 times per week for a whole half term will also receive a special award in the last Awards Assembly of each half term.

Special Reading Events

Stay and Read - On the first Friday of each half term, hold 'Stay and Read' events. On these days, after dropping a child off at school, family members come into the classroom and spend 10-15 reading together with their child and enjoying books.

Mystery Reader - Adults from our school community and family members can apply to be a 'Mystery Reader'. Mystery Readers come into a classroom (usually their own child's) and read an excerpt from a favourite, appropriate book. The 'Mystery Reader' will be given a simple disguise to wear when reading. This is a lovely way to show the children that reading doesn't stop when you leave school and brings great excitement to the classroom. Class Teachers promote Mystery Reading through their webpage and at 'Stay and Read' sessions.

DEAR (Drop Everything and Read) Time - On any given day and at any given time, a message is sent around school that it is DEAR Time. The whole school (even the cooks) will Drop Everything And Read for 5-10 minutes. Pure Reading pleasure.

Book Reviews - Reflecting on and explaining thoughts and preferences about a text is a vital part of the VIPERS strategy for reading. At St Andrews' we have a Book Review Reward Scheme. When a child completes 5 reviews, they are awarded a Bronze award, after 15 a Silver award, and after 25 a Gold award. Each child is given a recording chart to log their reviews by their teacher. Different book review writing frames are available to support the children in writing their reviews. Book reviews should be given to class teachers who then log the reviews on the child's recording chart.

Once a child reaches a milestone for an award, they will receive the award in Assembly and a badge to show this.

Reading Newsletter - Every week, the school newsletter includes a Reading Stars section. This communicates to our school community the importance of reading, tips to encourage reading at home, current reading competitions and our weekly 'Star Readers'.

Please also see our 'Supporting Reading at Home' document for more useful information and resources relating to reading!

How the Reading meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:

We have designed our curriculum to meet the needs of all our pupils in line with the school key priorities.

All class teachers know who their disadvantaged and SEND pupils are and can target them for specific questioning, support and resources in lessons. Learning opportunities within Reading, cater for all needs and are kinesthetic, visual and auditory. Pupils can also be targeted for extra support, through intervention work, and our encouragement of 'Partner Talk' allows for many opportunities for children of different abilities to work together. Our school SENCO offers advice and support which enables teachers to plan activities that meet the needs of all children.

We recognise the fact that we have children of differing reading ability in all of our classes and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty
- Providing a range of challenges with different resources
- Using additional adults to support the work of individual children or small groups (where possible)
- Incorporating high order questions that apply to critical thinking to extend the most able children in reading and writing
- All planning explicitly states the way that confident readers and writers will be challenged and how less secure children will be supported to learn

We teach Reading to all children. Through our teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Some children may use Adult Support in lessons, either 1:1 or in small groups, in order to access tasks set with confidence and to dispel any barriers to their learning. **Where reading or writing maybe be of difficulty to a child**, alongside adult support, children may use writing frames, cloze procedures, guided questions, overwrite tasks or word banks of key vocabulary that may be needed. Children may also have the use of technology to record their responses, where written recording may cause a difficulty. All barriers to learning are addressed in order to allow all children to access and achieve in all areas of English.

Vocabulary Enrichment

We aim for St Andrews' children to have a wide and varied vocabulary that they can use in a multitude of contexts. Subject specific vocabulary (Tier 3 vocabulary) is taught daily through

English, Maths and across the whole of the wider curriculum. Children are also taught more generic, multi-contextual vocabulary (Tier 2) that allows them to access much higher-level texts (newspapers, text books, journals, encyclopaedia's etc) through our Words of the Week activities. Every week the children are exposed to 2-3 Tier 2 words. Each year group has been allocated a set of 100 words to learn over the course of a year. The children will hear these words daily being used and will be encouraged to use them in both speaking and writing. As they are more complex words, the focus is not on spelling correctly but reading & recognising, saying, and using in different contexts.

Reading across the wider curriculum

Many of the vehicle texts we read to inspire writing, are directly linked to Science and the wider curriculum. Also, texts on the school reading spine have been selected to make direct links to wider curriculum subject areas, increasing subject-specific vocabulary and knowledge through engaging high quality texts. At St Andrew's, we recognise that reading, as part of wider curriculum learning, is vital. Because of this, History, Geography and Science lessons always include an element of reading. This is carefully planned for by class teachers and indicated in medium term planning.

English - Impact

Overview of English assessment procedures, including the expectations of teachers using both formative and summative assessment:

Formative assessment: We assess children's work formatively in English through observations and marking in VIPERS lesson activities and other cross-curricular reading activities. These assessments inform the class teacher's planning for future lessons. In phonics, children are assessed daily by the class teacher and support staff to inform future planning and progression. RWI groups are assessed half termly by the reading leader and the children are then grouped accordingly, matching their current ability level, ready for the following half term,

Summative assessment: Reading is assessed each term through a formal Reading Assessment. Years 1, 3, & 5 are assessed through NFER Reading Tests, whilst Years 2 & 6 are assessed using SAT papers from previous year groups. Phonics screening, in KS1 and in targeted groups in KS2, takes place half termly and is completed by the Phonics Lead. The Phonics Lead feeds back to the class teachers, information regarding challenges which need to be addressed in future planning and teaching. Children in EYFS are monitored and assessed half termly by the EYFS Lead.

At the start of each term, key objectives are identified from Question Level Analysis (QLA) of previous test results. The class teacher completes their own QLA to inform future planning and coverage of objectives. Wherever possible, children are the first to assess their own learning and to support peer assessment.

The teacher uses all of these different assessments to inform reports to parents and the next class teacher at the end of the year.

How we assess Book Band Levels (after phonics is embedded)

At the start of each term, each child reads with an adult, whilst the adult completes a 'Running Record' assessment. This is used to support assessment of each child's fluency in reading and reading behaviours. The children also complete a Salford Reading Age Comprehension Assessment. Both pieces of information are used to determine a 'book band' and 'book level' that will provide challenge for a child through 'instructional' level texts. This refers to the books being of a level complexity that provides challenge, but not of a difficulty level that would put a child off or make the text incomprehensible.

Half termly attainment is measured using information from formative and summative assessments to give an overall judgement of the child's level of ability (working towards, at or above, age related expectations -ARE)

Monitoring arrangements

Book Scrutiny: These are completed every 3-4 weeks and are undertaken by the English lead and another member of SLT. There is a clear focus during the book scrutiny and feedback is given to class teachers in written form. Subject leader feeds back to SLT and arranges for training for staff where necessary.

Lesson Observations/drop in: The English lead and another member of SLT do this termly (or with greater frequency should a member of staff need specific support) feeding back to class teachers and SLT.

Medium Term Planning: A medium term plan for Reading VIPERS lessons is provided at the beginning of each half term to map out the whole period. Weekly planning is then provided weekly (Mondays) to add more detail and to ensure that breadth of coverage is maintained.

Pupil Voice: The English lead speaks to a wide variety of children, termly to measure the children's understanding of concepts being taught, their attitude and their level of enjoyment. These can include questioning around enjoyment of studied texts or reading for pleasure activities, engagement at home in reading etc

Parent Voice: Once per year, the English lead will survey families about their child's experiences and engagement in Reading and about support that could be offered by school in these areas.

How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date;

We aim to develop and enhance our subject leads personal interest and passion in English through:

1. high quality continual professional development (CPD) e.g: 'Read to Write' training, and webinars to support this; liaising/observing colleagues across the local area and LDST; half-termly attendance at LDST English Leads meeting
2. networking opportunities through LDST, Sefton and MADCOS
3. engagement with the wider curriculum lead
4. engagement with wider curriculum subject leads

We aim to ensure all staff's English knowledge is up to date through:

1. staff meetings termly
2. provision of effective resources
3. engagement with subject lead