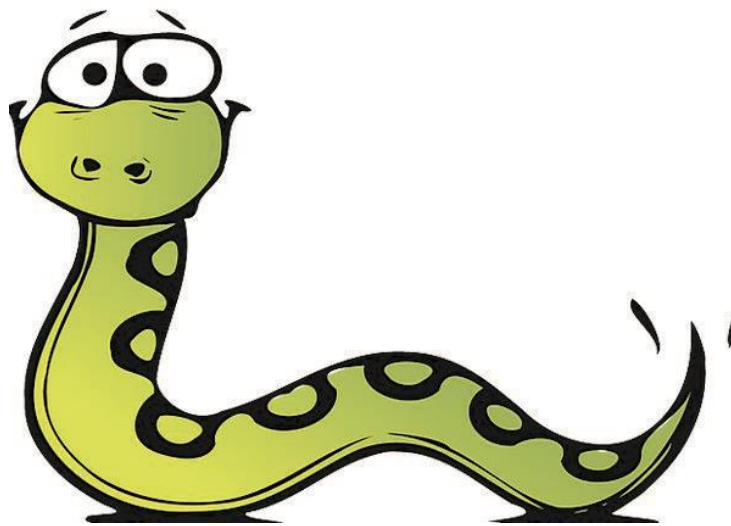




Reading

EYFS- Year 6



"When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language."
James Earl Jones

Reading policy reviewed: September 2022

Review Date: September 2024

Miss B Robertson (English Subject Leader).

Reading at St Andrew's

At Saint Andrew's we believe that a quality English curriculum should develop our children's love of reading and ensure that they are coherent and proficient communicators. English skills are integral to our whole school curriculum, from EYFS to Year 6. Our cross-curricular approach enables our children to make meaningful links with their learning and ensures that every member of our Saint Andrew's family is supported in, and encouraged to build strong relationships, celebrate diversity, encourage respect and build a sense of community. Children are encouraged to apply their writing skills to a range of audiences and purpose – making links to the reasons why we write. This is closely linked to a wide range of fiction and non-fiction as well as stories and poetry from a range of cultures and backgrounds.

EYFS Reading

In EYFS, reading is an important feature inside and outside the classroom. We have a range of ways in which we promote reading:

- Using core books to plan for children's interests and class topics
- Children have the opportunity to read to an adult, using phonically decodable reading books once a week alongside daily guided reading session. Children can choose a new book twice a week, as well as take home a Floppy Phonics book to develop their phonics skills.
- Having enthusiastic staff who share their excitement of books with children and encourage lots of book talk and role play about the book.
- Having a range of quality books available in all areas of the classroom
- Having opportunities for independent writing in all areas of the classroom
- Using story props, story sacks, role play areas and displays to enhance core books
- Learning a range of poems, rhymes and traditional tales by heart
- Having well planned, shared reading sessions that all practitioners are confident to take part in
- Opportunities for children to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation
- Involving parents in understanding the importance of early literacy through parents' workshops and communications with the school and EYFS practitioners

EYFS children also join in the Daily Supported Reading (DSR) programme in the summer term, this aids the smooth transition from EYFS to Year 1 learning and starts them on their journey of independently reading more complex books.

KS1 and Early Reading: Daily Supported Reading (DSR)

DSR Lead	Miss Robertson
DSR Deputy Lead	Mr Johns
Reading Mentors	Miss Percival, Mrs Gledhill, Mrs Richardson, Mrs Townsend, Mrs Filtness, Mrs Dove, Mr Pigeon, Miss McIlveen-Taylor <i>Additionally, all class teachers and the Headteacher are also trained Reading Mentors enabling all staff to deliver DSR effectively in KS1 and in KS2 interventions.</i>

Daily Supported Reading is a programme that ensures children in KS1 develop reading fluency by reading authentic natural language stories every day. It is implemented in addition to our school's synthetic phonics programme following Floppy's Phonics. Children read daily in small groups led by a trained adult (reading mentor). Each session lasts for 25 minutes and is non-negotiable every day. Small groups allow each child to be listened to daily, and adults to make accurate assessment of the child's reading progress. Levels run from 1 –30. From level 12 upwards children start to write answers to guided reading style questions. The books and questions become more challenging as children progress through the levels.

- Through texts, children learn to respond to, and engage with new ideas and information (cultural capital).
- They are taught how to access information with increasing autonomy and to read aloud with increasing fluency.
- They learn to problem solve independently, while keeping a story or message in mind (global comprehension)
- They begin to trust, value, and deepen their own opinions and responses while reading with increasing fluency and understanding.

KS1 Assessment

Children are bench marked initially to find their level and grouped with others at the same level. Their reading mentor assesses the children weekly. We would expect most children to move weekly or fortnightly. Staff ensure that they are covering the key teaching points within their level to ensure that children make accepted progress and do not develop gaps in their knowledge. Expectations are that Year 1 children should be working within level 15- 18 by the end of the year. The DSR lead will change the groups weekly, any children that are not moving will be highlighted to staff enabling them to focus on these children the following week.

Non-Negotiables







At St Andrew's, we believe that children deserve the best education. Our staff deliver high quality DSR sessions which promote and encourage a love of reading. For this to be successful we have our non-negotiables which are:

- Staff ensure that they have read the books they are teaching prior to the lesson
- Story introductions must happen before children read the book themselves
- Fortnightly DSR progress meeting and CPD training for all reading mentors
- Tracker sheets are completed weekly
- On a Friday all books and whiteboards are ready for the following week before staff go home
- Grab bags are out on the tables and adults use these daily to support independence and give clear and precise feedback to children on their reading
- While children are reading, the adults circulate around the group listening to them read
- Day 5 verbal questions must be discussed, and all children must have an opportunity to give their answers and reasons where appropriate
- Adults check all resources are packed away at the end of the session.

KS2 Reading

In KS2, children are taught using whole class guided reading. The children use high-quality, age appropriate texts – this is often either a class novel which is linked to their topic learning, or a standalone piece of text relevant to what the children are learning in other lessons (for example, a non-fiction report, a poem, a newspaper, a short story extract with a similar theme to their class text etc).

Children use Reading VIPERS to practice key skills in reading comprehension activities. See below for example questions used when using VIPERS.

Vocabulary Find and explain the meaning of words in context. 	Infer Make and justify inferences using evidence from the text. 	Predict Predict what will happen based from the details given or implied. 	Explain Explain how content is related and contributed 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. 
Example questions <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	Example questions <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	Example questions <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	Example questions <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	Example questions <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	Example questions <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

Children don't simply answer comprehension questions in reading lessons. A class explores a novel in depth and uses a range of activities to immerse themselves in the text. This can include role play, performance, artistic responses to a text, justifying viewpoints through class debate and discussion and hot seating just to mention a few.

Reading is also a fundamental part of our curriculum coverage and there are countless opportunities for the children to use their reading skills across the curriculum. Children also have regular opportunities to read aloud in the classroom to adults and also to their peers.

SSR (Silent Sustained Reading)

Children in KS2 also take part in daily SSR sessions. During this time, children read a text of their choosing. This could include novels, newspapers, magazines, articles, fiction and non-fiction texts. The children aim to increase their reading stamina and focus by gradually extending the time that they can focus on a text without allowing themselves to be distracted. The children respond to their reading using Boom Reader and their own comments in their learning journals. This could involve writing a sentence or two in response to a given question from the class teacher.

Echo Reading

Children in KS2 also take part Echo Reading to enhance their reading prosody and fluency. Reading with correct intonation and regard for punctuation is modelled by the class teacher and the children echo back to the teacher, receiving corrective coaching wherever necessary. They also get the opportunity to rehearse their reading in small groups and perform to an audience.

KS2 Assessment

Children are assessed regularly as part of day to day teaching. They also complete more formal assessments of their reading ability.

- All children in KS2 complete termly NFER tests in reading to assess their independent reading comprehension levels. The analysis of these tests informs teacher assessment and planning for the following term. They also help to further identify children at risk of falling behind in their independent reading.
- Salford Reading Tests – we also complete the Salford Reading test with all KS2 children annually. We retest those who are identified as reading at a level below their chronological age termly following intervention and further support in class.
- In Year 6, children also have the opportunity to complete occasional practice SATS papers to develop their test stamina and exam technique. They will not complete these any more often than once a half term unless children need additional practice.

Home-School Link

Children are expected to read at home each night and record this on their online reading record, Boom Reader! Parents are communicated with regularly to celebrate successes and to discuss strategies to support any children at risk of falling behind.

Supporting our pupils

All children will be appropriately supported and challenged by teachers and support staff using scaffolding, verbal support and/or extension challenges for the most able. Across KS1 and KS2, any child identified as reading below their chronological age will read regularly with an adult and will be supported with high-quality interventions such as Lexia. In addition, children who do not meet the required standard in the phonics check at the end of Year 1, will continue in small phonics groups in year 2 and they will be rescreened.

If there are children who are consistently struggling to retain knowledge and develop their reading ability, they may be identified for additional support. This could be by going over their learning again as a small group with additional adults or using more specialist interventions. Specialist intervention will be referred to the SENCO and will only be considered after quality first teaching strategies have been exhausted. This will facilitate those children receiving any help they require in order to attain the standards of achievement expected within their year group.