Reading Policy

Name and Title of Author:	Sam Parkinson
Name of Responsible Committee/Individual:	Local Governing Committee
Implementation Date:	September 2021
Review Date:	September 2024
Target Audience:	Parents, Pupils, Staff, Governors
Reference Documents:	

Contents

Intent

At Melbourne Primary School, reading is a priority and we intend to create confident readers who have the ability to develop a deep and true understanding of what they read and appreciate the importance and value of reading for pleasure. We aim to foster and promote a love of reading, fluency and a secure ability to comprehend information. It is important for us that children are able to comprehend at a high level rather than just sight read. We aim to create a love of reading through encouraging reading at home and working with parents to do this. In order to foster a love of reading across a range of genres, we aim to expose children to a wide range of texts and stock our library accordingly. Our learning around reading both in terms of decoding and comprehension is based on the objectives as outlined in the National Curriculum.

Implementation

From Y2 (once pupils are no longer reliant on phonics to decode words and are able to read fluently) through to year 6, pupils are taught reading during daily Whole Class Reading (WCR) lessons. These lessons last between 30 (KS1) and 40 minutes (KS2).

Nursery

- (15 mins) sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

Reception and Year 1

- (20-30 Mins) Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- (30 mins) Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Plus reading practise sessions 3x per week and daily catch-up sessions for those who require it.

Year 2

Phonics, catch up and reading practise sessions continue in Autumn Term.

As pupils become less reliant on phonics to decode and become more fluent readers, they transition into 30-minute WCR lessons focussing on specific reading domains.

KS2

Pupils are taught reading using the reading VIPERS during daily Whole Class Reading (WCR) lessons.

These lessons happen at the beginning of each day and last between 30 and 40 minutes. They focus on a range of reading VIPERS.

Phonics catch up is still made available for pupils who require it.

Reading VIPERS

Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of reading VIPERS. There are some slight differences in the skills represented by the acronym in KS1 and 2.

In KS1 the 'S' is sequencing, and in KS2 is Summarising. In KS1, 'Explain' asks children why they have come to a certain conclusion and to explain their preferences, thoughts and opinions about a text. In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

VIPERS	KS1 Reading Domains	KS2 Reading Domains
Vocabulary	1a draw on knowledge of vocabulary to understand texts	2a Give/explain the meaning of words in context
Retrieval	1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles, and information.	2b retrieve and record information/ identify key details from fiction and non/fiction
Sequence	1c identify and explain the sequences of events in texts	
Summarise		2c summarise main ideas from more than one paragraph
Infer	1d make inferences from the text	2d make inferences from the text/ explain and justify inferences with evidence from the text
Predict	1e predict what might happen on the basis of what has been read so far	2e predict what might happen from details stated or implied
Explain	why have they come to a certain conclusion? explain their preferences, thoughts, and opinions about a text 1b explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	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 a text

Skills Progression

At Melbourne primary school we teach a progressive reading curriculum with clear expectations for each year group within the VIPERS domains. This allows teachers to have oversight of their pupils prior learning and the learning expectation of their year group. It ensures staff can plan and teach reading lessons which challenge and support their pupils to develop into confident, independent readers. It also gives teachers clear objectives to assess against in lessons and inform their teacher assessment. See Appendix.

Coverage

There is an expectation that a range of genres and topics will be covered during the linked WCR sessions as highlighted in the **Structure of Lessons** (below). There is also an expectation that teachers cover a balance of VIPERS skills over the week or will focus more specifically on one domain/skill as and when their class require it. There should also be evidence of a balance of genres covered over the week/term. Due to the number of skills being covered per lesson, learning objectives are only evident for flying solo activities as this is the main independent task.

Class Novels

Each class will have a class book/novel. Where possible, these books will have links with aspects of the current topic to immerse children further into the story/topic. However, we encourage teachers to select quality, challenging and engaging texts over making tenuous links with topics. These will be read/analysed during Monday WCR sessions and may also be the text used for further WCR sessions over the week and as a stimulus for writing.

In most topics, teachers are free to select texts that are most appropriate for their class. Some topics are named after books and thus have a specific text linked to them.

Parents and teachers can find recommended book for each year group on the school website or can use accelerated reader to find books that are pitched an appropriate level for their class.

# Structure of Lessons

Class Novel based (shorter)

This session focusses on rich discussion around the class novel. The teacher will model good reading to their class while promoting discussion around the text. Lots of summarising, and prediction can take place while reading a full novel so are focussed on more in these sessions. Teachers/pupils will also explain and discuss authorial intent.

As decoding, fluency and prosody are not covered by the VIPERS acronym, these are modelled in class novel sessions and pupils are given opportunities over the week to practise them through 1:1 reading or reading aloud during lessons.

No work need be recorded in these sessions, but information should be added to class book working walls when appropriate.

Extract 1 (40 - 45 mins) (KS1 30)

Extract 2 (40 - 45 mins) (KS1 30)

Extract 3 (40 - 45 mins) (KS1 30)
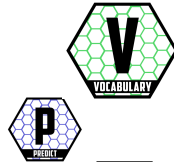
Three lessons will comprise of linked extracts. One per day. These links can be topical, follow something current in the news, the time of year, linked to other aspects of the curriculum or be a week of extracts from the class book. Teachers follow a Medium-Term Plan of extracts to ensure coverage of skills and genres over the year, however, they may deviate to suit the current climate, needs and learning of each individual class.

In Y2, these lessons will sometimes be based off a short story focussing on a few pages of the text each day.

Texts are varied and cover a range of text types, topics, and genres. E.g., fiction, non-fiction, poetry, and picture books as well as newspaper articles, web pages, fact files and leaflets. Occasionally they may also be based on videos.

The choice to use **three** linked extracts ensures children are exposed to a wide variety of texts over the week and reflects the expectation for pupils to respond to a range of texts in the end of key stage statutory assessments.

The mains skills covered should be Vocabulary, Retrieval, Inference and Explanation. However, where classes show a particular weakness with one VIPERS skill, there is flexibility to focus on individual skills in more depth. Prediction and summary may still be covered on occasion.

Skills and question answering technique are modelled by the teacher throughout and answers are discussed as a class to address misconceptions.

These lessons follow a specific structure with different question types which is detailed on the next page of the policy.

Class Novel / comprehension

This lesson is used to complete a comprehension activity using either the class novel or a different stimulus e.g. a video, a song etc. It will cover a variety of VIPERS skills or may focus on a specific skill that has been focused on in the week. Children should be applying skills learnt over the week. The comprehension may also link to the topic being covered that week.

Children could work individually or in groups.

Lesson Structure

5-10 mins		The lesson always begins with exploration of new or limited **vocabulary**. Words are read in context and defined. Synonyms, etymology and root words are discussed to help children understand and build independent skills. Pictures and visuals could be used here to aid understanding too.

| 5-10 mins (Depending on KS)		Texts should then be read – Teacher reading some for modelling purposes and giving some responsibility to children. **Here, prosody is modelled.** The text **should always be read out loud. Choral, group or individual reading can be used to practice with pupils.**

5 mins		5-10 mins of quick retrieval questions (Rapid Retrieval/Quick Start) to assess understanding and work on retrieval skills/skimming. Answers can be written and should be simple word/phrase answers.

Core of lesson
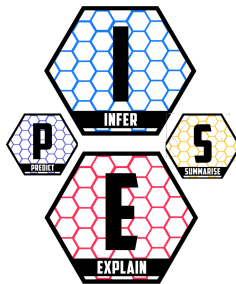
15- 20 mins		These activities/questions are introduced individually and should focus mostly on inference and explanation.

Time to talk - The focus here is on discussing questions. First in pairs/groups, and then as a class. There isn't a need to record something books here but you may choose to do so (especially in UKS2). Ultimately, we want to concentrate on rich discussion that includes all children fully.

1 time in KS1
1 time in LKS2
2 times in UKS2

Think for Yourself – Here, questions are presented on the board and children are given time to consider their responses. This should be written in books. Answers can be represented in bullet points, mind mapping or note taking. Share ideas and mark as a class discussing any wrong answers and using them as a teaching point.

1 time in KS1
1 time in LKS2
2 times in UKS2

Flying Solo – Children complete these independently Mark as a class or at a distance.

1 time in all KS

If a teacher assesses their class as having a particular weakness, it is expected that more of your questions throughout the lesson may focus on a particular VIPERS domain or spend more time on the questions which focus on that skill.

E.g., a class are weak on their vocabulary, so the teacher chooses to include some vocabulary questions in the 'core' of the lesson instead of an inference question.

Using a variety of VIPERS each lesson keeps children engaged and always reflecting on their previous learning. Focusing on one VIPERS domain can cause questions to be forced and lack depth. This also reflects end of key stage expectations to respond to a text using a wide range of skills.

Adaptive Teaching

Adaptive teaching will be apparent through questioning and scaffold/support; the same stimulus should be used for all pupils to access.

Teachers should start with the pupils working at age related expectations (ARE). Formulate the question so it is accessible for your children who are working at ARE. From here, think about how to make reasonable adjustments to the question to make it more accessible for your pupils who are working towards the expected standard (WTS). Then, think about how to make the question more challenging or provide extension for those who are working at greater depth standard (GDS).

Supporting Less Able

Giving a hint

Sentence stem as a scaffold

Closed format questioning

Vocabulary hints linked to desired answer

Look at the paragraph beginning...

Flipping the question to make it more accessible

Partial answer given

Group discussion with adult support

Challenging More Able

Why is this incorrect/correct?

What else would have worked?

Create your own question

If this is the answer, what is the question?

Mixed domain questions

Follow up questions

Thoughts or speech to convey meaning

What if...

Stretch and challenge through adult discussion

Whole Class Reading Exercise Books

In books, pupils in KS2 are expected to record **retrieval** and build up to recording **time to talk** questions. They should always record **think for yourself** and **flying solo** activities. Here, independently completed questions are highlighted blue.

Each flying solo independent activity should be given a learning objective formed directly from the reading VIPERS skills progression.

Work in books can be self-marked (with correction added where required) after some discussion in class, but teachers must still be responsible for the marking and tracking of flying solo activities and objectives.

Black History Month – Black and British – Non-fiction

1. **I –** How do you think the author felt about what he describes here?
2. **E -** Why is it important that we learn about the stories of people and groups like those mentioned here?
   EXT: Are you surprised to learn that black children were used as slaves so recently in our country?
3. **R - Find and copy** a phrase which shows that this is only the beginning and not the end of the author's work to raise the profile of Black Britons through history.

Flying Solo Activity:

LO: summarise and use evidence from across a larger text (S/R)

1) Summarise your impressions of the author of this book based on the extract we have read today.
2) Find and copy as many words and phrases as you can that communicate the author's **passion** for black history.

EXT: Write a short blurb for this book based on what we have just read.

### The Wolf Wilder – Katherine Rundell – Fiction/Narrative

1) **I -** What does this description suggest to you about Feodora's character?
2) **I -** Why do you think the author chose to open the story with a description of the girl?
3) **I -** What about this description suggests the visitor isn't going to be a nice one?

Flying Solo Activity:

LO: skim and scan to retrieve information and infer on a characters feelings/thoughts/motives

1) Find and copy a phrase which demonstrates Feo's bravery.
2) Find and copy a phrase which shows Feo becomes afraid.
3) What do you think the soldiers might want with Feo's mother?

EXT: What do you think will happen next in this story? Explain your answer
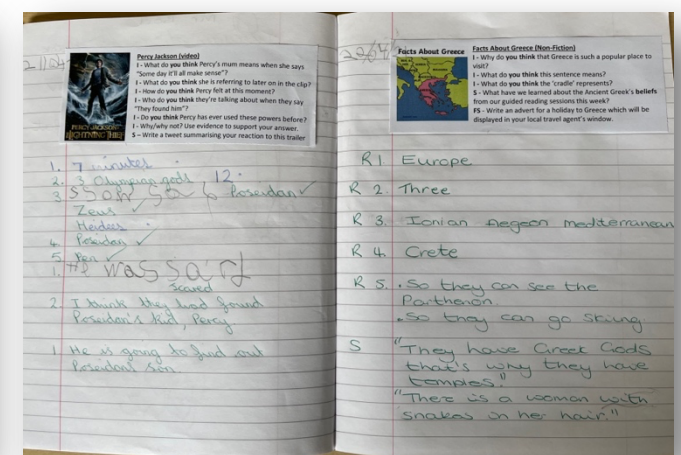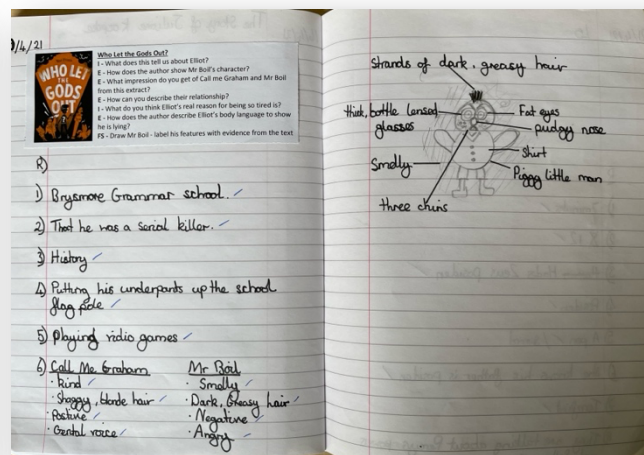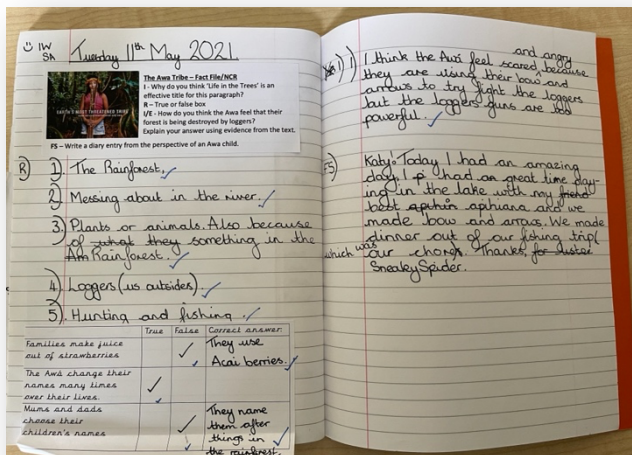
Supporting the lowest attaining 20% of readers

At Melbourne Primary school, we prioritise reading and the support of the lowest attaining 20% to catch up with their peers. Through careful lesson design and further support outside of reading lessons we ensure these pupils are supported. Details of the support we put in place from KS2 can be found below.

Teacher support in lessons – it is important that teachers are directly supporting these pupils during whole class reading lessons. This can be through group discussion of answers or through scaffold. (see differentiation for more details)

After school tuition – Every teacher runs a 1 hour after school catch up group focussing on VIPERS skills. Every child in the lowest 20% is invited to tutoring.

Adaptive teaching – There are a range of ways in which teachers adapt WCR lessons for pupils to ensure they are fully involved in discussion and accessing the lesson at their level. (see differentiation page)

Daily 1:1 reading – these pupils are listened to read daily by an adult in school to practise fluency. This reading is recorded and communicated with parents.

Phonics catch up – Pupils who have not passed the Y2 phonics screen access phonics lessons alongside pupils working on the same sounds they require support with. These happen outside of WCR sessions to ensure pupils do not miss out on their development of comprehension skills.

Precision teaching – For some pupils, precision teaching is used to develop their phonics knowledge and aid catch up. This will take place a minimum of 3 times per week as intervention.

Reading Display – Each class will have a reading display which will support recall of key information from the class text and may also offer reading vipers support. These can be easily accessed during class discussion or WCR lessons.

Home reading (accelerated reader) book – Pupils have access to a range of books on the accelerated reader scheme which are at a level which will challenge them while not causing frustration. Children are expected to read this book for 15 minutes per day at home. Teachers monitor this and communicate with parents where required in order to ensure this is taking place.

Assessment – Children will be tested using STARs tests to monitor their reading progress and give them an appropriately challenging book level. PIRA tests are also completed at the end of each term. Year 6 will use SATs papers from previous years. Where children are working significantly below ARE, they will be given a PIRA test from a previous year to complete to get a fair assessment of their progress. They may also, where qualifying, be given 25% extra time.

What is Accelerated Reader?

Accelerated Reader (AR) is a computer program that helps to develop a child's independent reading. It works in quite a simple way: children pick a book at their own level, and when finished, take a short quiz either at home or at school. If they pass the quiz, then this tells teachers that they have fully understood the content of the book. By passing the quiz they will also gain 'points' depending on the difficulty/length of the book they read.

STAR Reading tests

Each term, children in KS2 (and year 2 when ready) take a test on a computer or tablet called STAR Reading. The test uses multiple-choice timed questions to determine a child's reading level. Questions in STAR reading adjust to a child's responses so if they respond correctly, the difficulty increases and if they answer incorrectly, the difficulty level is reduced. When a child has completed the test, their teacher can find out their 'Zone of Proximal Development' (ZPD) also known as 'Book Level'. This communicated with children and parents.

Book Level Range

The Zone of Proximal Development (ZPD) is the book level range. This is the range of books that will challenge a child without causing frustration or loss of motivation. Books that have a quiz on AR are given a 'book level' which represent the difficulty of the text. Book levels range from 0.5-13.5. Children should choose books within their range to make the most progress in their reading.

Points and Interest Level

Every book that has an AR Reading Practice Quiz is given a points value. AR points are based on the length of the book (number of words). Pupils earn a percentage of points according to how many questions the answer correctly in a quiz. The Interest Level indicates for which age group a book is suitable for. It does this based on the content and themes.

Quizzing

As mentioned above, children take a quiz once they have finished their book. It is important that children take their quiz as soon as possible after finishing their book as this can affect their scores. It is recommended they do so within 48 hours. They can take these tests at home or will be given time at school to do so. Once they have finished their quiz, children can immediately see if they have passed. If they answer questions incorrectly, they can review their incorrect answers. These quizzes will not impact on a child's book level (ZPD).

Choosing a Book

Children can check if a book has a new quiz or if a book from home has a quiz by searching for it on the _AR Book Finder website_. The advanced search on the website is also useful for finding further books in a specific range. Our library at school is well stocked with books in all ranges for pupils to access as and when they need to.

Reading For Pleasure

Accelerated reader celebrations – Each week in awards assembly, on twitter and in the school newsletter, the English lead records the number of successful quizzes completed in each class. The scores are displayed, and the class is praised as being the current reading champions.

11 before 11 Challenge bookmark – This bookmark details 11 books which pupils should aim to read before they leave Y6. There are a range of ZPDs, and interest levels, and they are all stocked in our school library. Once pupils have read one, they should get their bookmark signed. When they finish the 11 before 11, they will receive a prize.

Accelerated Reader Reading Champion Bookmark – Another way to celebrate AR success but this time for pupils who read at every level. Once they complete a quiz and pass, they are awards jumps on the bookmark for the % they achieved. Once they complete the bookmark, they receive a prize.

Book Babble – 10 minutes at the end of the day (on allocated days of the week) for all classes to celebrate reading. This could be reading the class novel, sharing a poem, pupils showing books they have read or watching poets and authors give advice about reading online. Anything reading related goes! The idea is to get pupils enthused about reading.

Post it reviews – once pupils have finished reading a book, they can write a post-it note review. The review is stuck in the inside cover of a book for pupils to read before the decide on whether they read a book.

Reading Areas – every class has a dedicated reading area. These should be tidy and inviting and display interesting or topical books for pupils to read. Pupils should have daily access to these areas.

WCR - Pupils are exposed to a wide range of tests and genres during whole class reading and often read extracts from books that they can then access in the school library. These books are made available to pupils as and when they wish to read them.

Class Novels – Each class having a class novel to study immerses children in a book as they discuss it with their class and complete other work in the curriculum based on the same topic. Regular reading of this is timetabled into the week to ensure momentum and engagement.

Newsletter (Reading News) – In the weekly newsletter, book reviews for the 11 before ae published, AR class quiz competition winners are shared, and other reading news or challenges are shared for children and parents to see. Book reviews for books from the 11 before 11 challenge are also shared.

Impact

Assessment

At Melbourne Primary School, reading is assessed in multiple ways so that teachers can quickly identify low attaining pupils and put support in place in the timeliest way.

WCR Lessons – Pupils are assessed daily against the objectives covered during whole class reading lessons. If an objective is achieved, it will be highlighted green, and where it is not achieved, yellow. Pupils will be given adult support on objectives they do not achieve.

STARs reading assessments - Each term, children in KS2 (and year 2 when ready) take a test on a computer or tablet called STAR Reading. Where appropriate, teachers do have the option to test more frequently. The test uses multiple-choice timed questions to determine a child's reading level. Questions in STAR reading adjust to a child's responses so if they respond correctly, the difficulty increases and if they answer incorrectly, the difficulty level is reduced. When a child has completed the test, their teacher can find out their 'Zone of Proximal Development' (ZPD) also known as 'Book Level'. This communicated with children and parents. The tests also give pupils a NRSS (Normed Reference Scaled Score) which is used to calculate progress. This is monitored by class teachers, English lead and SLT.

AR Book Quizzes – Pupils understanding of the book they have read is assessed through AR quizzes. These are monitored by the reading lead and class teachers to see if pupils are understanding their books and achieving a pass score on quizzes (60% plus).

PIRA Test – to help inform teacher assessment and to ensure pupils are still accessing paper assessments (like those in the Y2 and Y6 statutory assessments) pupils will also complete a PIRA reading test. Tests produce a scaled score which teachers track and use to inform their teacher assessment. Reading lead and SLT also monitor these results (alongside teacher assessment) and set aspirational targets accordingly.