



*Inspiring All to Excellence*



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**Heathfields Infant & Wilnecote Junior Academy**

# Reading Policy

## Document Control

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## Version Control

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# Reading Policy

## 1. Rationale

We are committed to raising standards in reading so every learner is able to read and write to age related expectations or beyond.

This policy sets out our expectations of the teaching of reading to ensure our children make good progress from Foundation Stage through to the end of Key Stage 2.

## 2. Aims

At Heathfields Infant and Wilnecote Junior School we want every child to have the skills necessary to:

- Develop a love of reading.
- Read with confidence, fluency and understanding.
- Use a range of reading cues (phonic, graphic, grammatical, contextual) to monitor their reading and correct their own mistakes.
- Understand the sound and spelling system and use this to read accurately.
- Know and understand a range of genres in fiction and poetry, and be familiar with the ways in which narratives are structured through ideas of setting, character and plot.
- Be able to understand and use a range of non-fiction texts for different purposes.
- Have suitable technical vocabulary to enable them to understand and discuss what they have read.
- Gain awareness of the close links between reading and writing.
- Develop their powers of imagination, creativeness and critical awareness.

## 3. The Teaching of Reading

Teachers follow the Reading Progression Document when planning and teaching reading. This ensures all aspects of the reading curriculum are taught, outlines expectations and ensures progression of skills year on year.

Children are expected to cover a range of genres as outlined within the National Curriculum, which will include fiction, non-fiction and poetry.

## EYFS

Children in EYFS will be given the opportunity to enjoy books including learning the skills of handling books carefully, turning the pages and talking about a book. They will experience the teacher reading aloud a variety of texts on a daily basis. They will have access to a reading area where they can choose exciting books and story sacks, and enjoy reading independently. As they become confident in their phonics they will take home reading books that are phonically decodable.

The teaching of reading takes place through a guided approach, three days a week, for a 20 minute session.

- Children are grouped into ability groups, based on their Little Wandle phonics assessments.
- The child reads the same text three times in one week, with an adult. The text is matched to the children's ability based on their Little Wandle phonics assessments.

The three sessions are:

- Decoding
- Prosody
- Comprehension

## KS1

The teaching of reading takes place through a guided approach, three days a week, for a 20 minute session.

- Children are grouped into ability groups, based on their Little Wandle phonics assessments.
- The child reads the same text three times in one week, with an adult. The text is matched to the children's ability based on their Little Wandle phonics assessments.

The three sessions are:

- Decoding
- Prosody
- Comprehension

## KS2- Whole Class Reading

Whole Class Reading provides the teacher with an opportunity for the teacher to teach reading in relation to the needs of the pupil groups and their level of achievement.

The teaching of reading at KS2 takes place within the English lessons. At the start of a new unit children are introduced to model texts and extracts. In addition, children have an additional three standalone reading lessons a week.

Whilst ensuring all elements of the National Curriculum are taught there is a focus on the reading VIPERS when teaching reading skills. This is a child friendly way of helping children understand some of the skills they when reading. Each letter stands for a different reading skill.

V – vocabulary

I – inference (read between the lines)

P - prediction

E – explain

R - retrieve

S – summarise

The teaching of reading follows the following structure:

- Share a text with the class focusing on the Vocabulary VIPER.
- Explicitly teach one of the VIPER skills.
- Apply the specific VIPER skill to the text through a range of suitable challenges, which progress in difficulty. Children can decide on an appropriate starting point when completing challenges. It is essential that challenges are linear and that children of ALL abilities have the opportunity to access and complete ALL the challenges.

Reading as a Reader and Reading as a Writer

In addition to explicitly learning the reading VIPER skills children will learn how to use what they have read to develop their own writing. Looking at the language, features and structure of different texts and thinking about how writers carefully craft texts to suit the purpose and audience. This will be introduced in LKS2 and developed in UKS2.

Children will then begin to read as a writer, annotating the text with the features specific to its genre.

## 4. Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

### EYFS

In EYFS, there will be a reading area within each classroom where children can engage with texts and develop the skill of selecting age appropriate books independently. From KS1 onwards there will be timetabled opportunities for periods of silent reading several times a week. Home reading books will be provided once a week. All children will receive an appropriate phonics book closely matched the child's reading ability, based on the Little Wandle assessments. Children also have access to Collins ebooks and books are allocated by the class teacher to match the books that children read in their reading sessions. There will be a record of the books children have read in their school planners.

### KS1

To begin with, children in KS1 will continue with the system in place from EYFS. Home reading books will be provided once a week. All children will receive an appropriate phonics book closely matched to the child's reading ability, based on the Little Wandle assessments. Children also have access to Collins ebooks and books are allocated by the class teacher to match the books that children read in their reading sessions. When children are able to read with increasing independence, they should move on to the Accelerated Reader system.

## **KS2**

In KS2, children will be given the opportunity to read independently first thing in the morning and from 12:50 until 13:10 every day.

Children will be expected to take their Accelerated Reading book home every evening and bring it back into school every day. When children read at home, they will be asked to get their planner signed. Planners will be checked by teachers and children will be rewarded for reading at home with house points. Teachers will monitor reading at home closely and keep their key stage English lead informed by completing a record of children who are and are not reading at home. In all year groups, where children are not reading at home, teachers should contact parents/carers, attempt to support, and resolve any issues.

At some point in the year, children will also have the opportunity to take the Reading Otter home. They can write about the reading activities that have done with the Reading Otter in the home/school Reading Otter book.

### **5. Accelerated Reader**

Accelerated Reader is used. This is an electronic programme, which assesses children's reading ability and matches it to reading books ensuring children make maximum progress. Children will take part in an electronic test termly, which will give them a score (known as a z-score). This will inform them of the reading books they may choose within the library. As soon as they have finished a book, children will complete a quiz and then they can choose another book, which matches their z-score. Teacher's will monitor children's progress and ensure that the difficulty of the child's reading book is adjusted as their reading ability develops.

### **6. Rewards for Reading**

Reading should not be seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home. The school target for home reading is five times a week. This should be evidenced in the reading planner by a signature from a parent/carer. Reading stickers will be provided to those children who meet this weekly target and this sticker in the back of the reading planner. Those children who read at home five times a week will receive an additional five house points.

In addition, those children who are working on the Accelerated Reader system will work towards certificates that will be handed out in Assembly. Children in KS2 will receive a house point for every time they read at home, which can be used to gain rewards such as non-uniform days.

### **7. Reading Environment**

All classrooms provide a rich reading environment. Each class is named after an author and has a reading area, which reflects this. Reading areas are filled with displays that promote a love of reading; support children to develop their reading skills and have book reviews and recommendations written by the children.