



Diocese of Norwich  
Education and  
Academies Trust

# Kessingland Church of England Primary Academy

## Reading Policy

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<b>Person Responsible:</b>	<b>Headteacher</b>

## **Kessingland CofE Primary Academy Reading Policy: September 2018**

### **Reading Aims**

**At Kessingland CofE Primary Academy we aim to:**

- Develop and nurture the vocabulary and language skills of our children.
- Immerse the children with high quality texts read with enthusiasm and expression, to inspire creativity and enrich their growing vocabulary.
- Encourage the enjoyment of books and reading for a purpose and pleasure, within a rich and stimulating reading environment, so that children develop a life-long love of books and a thirst for knowledge.
- Encourage care, appreciation and ownership of books.
- Provide the children with the reading skills and strategies necessary to develop them into enthusiastic, competent, accurate, fluent and independent readers, able to use a variety of skills to enhance their learning.
- Develop an understanding of what they have read by eliciting their responses through the use of 'key questioning' (VIPERS). Have a passion for new words and their meanings, developing a growing vocabulary in spoken and written forms.
- Develop higher order reading skills, enabling the use of inference and deduction (through the use of VIPERS and high-quality texts).
- To understand, empathise and respond to the emotions and feelings that words can arouse within us.
- Develop a critical appreciation of the work of authors, poets and illustrators from modern fiction, fiction and our literary heritage in order to emulate these skills in their own writing.
- Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions.
- Develop study skills so that the children can find appropriate fiction and non-fiction books from the library and research skills, using library and class texts, in conjunction with ICT.
- To maintain partnerships with parents as an important part of our reading program.

### **Teaching and Learning of Reading at Kessingland CofE Primary Academy**

Reading informs everything a child does in school. Our whole school curriculum depends on pupils being able to read. Teachers ensure children have every opportunity to achieve this goal. At Kessingland CofE Primary Academy, we aim to provide all our pupils with a 'reading rich curriculum' providing a range of reading opportunities for the children. We want to ensure our children understand that:

- Authors write with an audience and purpose in mind and make decisions about their writing in view of this.
- As they read, they are communicating with another human being.
- Reading is an interactive process whereby the reader is free to agree, disagree and make personal value judgements about the texts.

- One of the purposes of reading is to enrich our understanding of each other and the world around us.
- Reading is about making meaning – big pictures from tiny squiggles.

**In order that our children reach their highest attainment in reading, we aim to:**

- Enable children to use a range of strategies which help them to read with meaning, fluency, accuracy and expression.
- Encourage children to become reflective readers, able to analyse and evaluate texts and discuss authorial choices in relation to purpose and audience.
- Monitor their reading and correct their mistakes during shared, guided and independent reading.
- Encourage children to have an interest in words and their meanings, developing a varied and rich vocabulary.
- Read a range of genres in fiction and poetry.
- Understand, use and be able to read a range of non-fiction texts.
- Teach children to understand how a library is organised and to use ICT systems to access texts to locate information.
- Through reading and writing, develop their own powers of imagination, inventiveness and critical awareness.
- Discuss books with reference to author, illustrator, genre, theme and characters, to express personal responses with increasing fluency.
- See the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or individually.
- Teach children to understand a range of spelling rules and use these to read and spell accurately.

**The way in which we do this in Reception is:**

- Children enjoy shared reading daily of quality, engaging texts by enthusiastic adults.
- Children take part in Guided Reading sessions in small groups 3-4 times per week.
- Weekly visits to our school library where the children are able to choose a book to read at home.
- Quality picture books, fiction and non-fiction, are displayed throughout the classroom and in the outside area in accessible and interesting places to encourage children to look at them.
- Children enjoy a word-rich environment with labelled displays and activities both inside and outside to inform and encourage curiosity and to develop speaking and listening skills.
- Children follow a systematic Read, Write, Inc. phonic programme with actions to enable children to segment and blend words.
- Phonics sessions are taught daily in small, differentiated groups to enable rapid progress and targeted intervention.

- Children move on to complete phonic decoding books, fiction and non-fiction and then on to both decode and key words story books.
- Children independently share a book with an adult that is sent home for the child to share with their parents.
- Reading at home initiative - children are rewarded prizes for the most times they read at home.

**Resources used:**

- Oxford Reading Tree (Various sets from Non-fiction to Traditional Tales)
- Big Cat
- Rigby Star Phonics.
- Read, Write, Inc phonics resources including pupil reading books
- High quality fiction, non-fiction and poetry books
- ICT

**The way in which we do this in KS1 and KS2 is:**

- Children enjoy daily shared reading of high quality, engaging picture books and longer texts by enthusiastic and expressive adults. This provides an opportunity for children to have reading aloud modelled with expression and gives them access to stories, poetry and language they may not have access to otherwise.
- Children have access to high quality picture books and longer texts, fiction and non-fiction, which are displayed throughout the classroom and in the library.
- Classes are provided with books about their current topics. These are updated termly and kept in classrooms.
- In KS1, children follow a daily systematic Read, Write, Inc. phonic programme with actions, where children are taught to segment, blend words, and learn spelling rules and conventions.
- Once Phase 6 is achieved, children move on to a daily grammar and spelling sessions (Year 2).
- Children are taught to improve reading skills using VIPERS (vocabulary, inference, prediction, explaining, retrieval and summarising) linked to high-quality texts. Children evidence these skills in their English books.
- Children struggling with reading are identified quickly and intervention programmes put in place such as Apples and Pears and Catch Up Literacy.
- Children begin reading complete phonic decoding books, fiction and non-fiction and then on to both decode and key words story books.
- Years 1-5 teach Guided Reading 3-4 times per week where specific reading skills are taught through a range of text-based activities and through using VIPERS. Key questioning by the adult challenges children's responses to the texts, especially the use of inference and deduction.

- Children follow the reading scheme until they become a 'free reader' and can choose their own 'real' reading books by popular authors such as Roald Dahl, Julia Donaldson, Michael Morpurgo, Anthony Horowitz, Dick King-Smith etc.
- Children independently share a book with an adult that is sent home for the child to share with their parents. Parents and carers are encouraged to comment on their children's reading in their home school books. The teaching of reading is greatly helped if there is strong communication and support between home and school.
- All children have the opportunity to choose a library book to take home from our well-resourced library.
- Reading cafés are held in all classes and the school welcomes parents, carers and their families to enjoy a creative activity around a book.
- Children are rewarded for reading at home with half-termly non-uniform days.
- Year 6 children have the responsibility of being librarians. They support younger children in choosing suitable books and help to ensure that the library is a dynamic learning space.

#### **Resources used:**

- Read, Write, Inc. systematic phonic programme
- Oxford Reading Tree: Wordless through to Stage 10. Fully decode and 'readers' fiction and non-fiction, story books, play scripts. (Independent reading scheme)
- Big Cat Phonics fiction and non-fiction, Guided Reading sets
- Rigby Star Phonics fiction and non-fiction, Guided Reading sets
- Rigby Star readers fiction and non-fiction, Guided Reading sets
- Rapid Readers Hi-Low fiction and non-fiction, Guided Reading/Intervention
- Pelican Hi-Low fiction and non-fiction, Guided Reading/Intervention
- Project X Hi-Low fiction and non-fiction, Guided Reading/Intervention
- Project X Code Guided Reading/Intervention
- Pelican fiction and non-fiction, Guided Reading
- 'Real' reading fiction picture books, Guided Reading
- Reading Explorers, Guided Reading and Comprehension
- Wide selection of free reader books

#### **Assessment of reading at Kessingland CofE Primary Academy:**

Assessment in reading is both formative and summative: To inform planning, diagnose strengths and areas for development and to track pupil progress, both across the term and year. The children are assessed every half term and results are recorded on Pupil Asset. In-house reading monitoring and moderation takes place each term by all teaching staff to ensure our assessments are accurate and consistent. Target children are identified as those who are just below Expected Standard and closely monitored and clearly marked on teacher's planning. Intervention is put in place and progress closely monitored by the SENDCO, Teachers, SLT, Deputy Head Teachers and Head Teacher. Termly tests (NFER) and Mock SATs are carried out from Years 2-6. Progress and attainment is closely tracked by subject leaders.

**All Pupils:**

- EYFS recorded on Tapestry.
- Formal and informal observations and close monitoring of children's developing use of strategies and responses to texts within Guided Reading lessons and Independent Reading.
- Check lists of phonemes, high frequency words and common exception words.
- Guided Reading Records; brief annotations are written on the guided reading record sheet of progress the children are making towards the learning objective.
- Teachers use DNEAT Reading statements to inform planning, plug gaps and for summative assessment.
- Home School Reading Diary, teachers and pupils record the name of the text and pages read. Adults make comments in this book and sign it on a weekly basis. Parents are encouraged to comment and sign the diary when sharing books with children at home.
- Year One Phonics Screening: During the summer term, children in Year One will take the Phonics Screening Test. This will include some made up (pseudo) words. Results are shared with parents. If the children do not pass the test, they will be required to take it the following year.
- SATs Tests in Year 2 and Year 6
- NFER Tests/SATS practice papers used termly (Years 2-6)

**Special Educational Needs:**

- Children who have particular reading needs will be specifically identified by class teachers. Intervention will be put in place and staff, time and place will be timetabled.
- If teachers and SENDCO feel it is necessary, then children will be referred to outside agencies.
- Details about any extra provision (time, resources and needs) will be included on the child's Individual Education Plan if one is in place or on class planning records.
- Children's needs will be discussed with the SENDCO and appropriate resources will be obtained if necessary.
- Pupils identified as 'more able and talented' will choose suitable challenging reading resources in order to develop skills. Increasingly demanding texts will be chosen to develop pupils with higher order reading skills. Such pupils will be directed towards extended research projects and will be involved in weekly 'Reading Gladiators' meetings.

**Wider opportunities in reading:**

We take part in World Book Day and welcome authors and poets to our school.