



Diocese of Norwich
Education and
Academies Trust

Kessingland Church of England Primary Academy

Reading Policy

Approved By:	Adrian Crossland
Approval Date:	September 2019
Review Date:	September 2021
Person Responsible:	Headteacher

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 or understand key vocabulary. 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.

EYFS:

Phonics:

High quality, daily phonics teaching at Kessingland CofE Primary Academy begins with Phase 1 Letters and sounds in Nursery and then in the summer term children begin to be taught phonics using the Read Write Inc scheme and continues throughout KS1. At Kessingland, the Read Write Inc. phonics programme is used. Daily and group interventions are run to support children who may need additional support throughout the Key Stage. Children are taught in small groups to ensure they receive the teaching that is best suited to their abilities.

Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

Children learn the English alphabetic code: first they learn one way to read the 44+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

They experience success from the very beginning. Sound blending books and then lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.

Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice.

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-bag book linked to their Phonics. A Library book is also taken home for the child to share with their parents.

Helicopter Stories:

Helicopter Stories is an Early Years approach to communication and literacy skills based on the Storytelling and Story Acting curriculum.

In its simplest form, Helicopter Stories lets children dictate their stories, which are written down exactly as they are told, by an EYFS practitioner. The children then gather around a taped out stage and the stories are acted out.

Alongside the simplicity of this approach is an ethos that is child-centred, creating a culture of curiosity and wonder at the imagination during both the telling and the acting out of their stories.

KS1 and KS2:

Reading:

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 EYFS and 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.

In KS2, children are taught to improve reading skills using VIPERS (vocabulary, inference, prediction, explaining, retrieval and summarising) linked to high-quality texts and film clips. Children evidence these skills in their English books and through high-quality discussion. Pupils working below the expected standard in Year 3 and 4 continue to follow the Read, Write, Inc. scheme.

Children not making at least expected progress with reading are identified quickly and intervention programmes put in place.

Children begin reading complete phonic decoding books, fiction and non-fiction and then on to both decode and key words story books.

Years 3-6 teach 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 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. Children are rewarded for reading at home with half-termly non-uniform days.

All children have the opportunity to choose a library book to take home from our well-resourced library each week. 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.

Reading cafés are held regularly in all classes and the school welcomes parents, carers and their families to enjoy a creative activity around a book.

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. Children following the Read Write Inc scheme are assessed every 4-6 weeks by the Reading Leaders, however these groups are fluid and as the Reading Leader continuously monitors each group, children are assessed daily. The children are assessed every 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 teachers' planning. Intervention is put in place and progress closely monitored by the SENDCO, teachers, SLT, Deputy Headteachers and Headteacher. Termly tests Pixl and Mock SATs are carried out from Years 2-6. Progress and attainment is closely tracked by subject leaders.

