



**ST. PETER'S
PRIMARY
SCHOOL**
EVERYONE COUNTS

WHOLE SCHOOL READING POLICY

Author

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Version

1.1

Last Updated

September 2022

Adopted by the Full Governing Body

September 2022

Next Review

September 2023

Intent

At St Peter's we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We understand the importance of reading for academic success and have a rigorous approach to the teaching of reading through daily phonics, individual and guided reading sessions.

- We ensure that pupils have opportunities to read broadly across both fiction and non-fiction to develop their comprehension skills and provide them with the tools that they need to apply their knowledge across all areas of the curriculum.
- It is our belief that the ability to read and understand opens up learning for children and strives to foster a love of reading which is embedded across our school through daily engaging story time sessions, book corners and visits to our school library.

Reading feeds pupils' imagination and builds curiosity. It is our aim that, by the end of their primary education, all pupils at St Peter's Primary School are able to read fluently, and with confidence, in any subject.

National Curriculum

The national curriculum for Reading in Key Stage 1 and 2 focusses on word reading and comprehension skills (listening and reading). It aims to ensure that all pupils:

- Read easily (with fluency) through pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.
- Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as, from reading and discussing a range of stories, poems and non-fiction.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

The Teaching of Reading

Our literacy teaching is centred around inspiring and challenging core texts in each year group across the school which are shared with the children during reading and writing sessions as a basis for high quality experiences. Reading, at St Peter's, takes place throughout the curriculum where children are encouraged to apply the skills they have been taught during focused reading lessons, in the form of Guided or whole class reading.

Teaching in *Guided Reading* sessions, across the school, focusses on developing pupils' competence in both word reading and comprehension as outlined in the National Curriculum Programmes of Study for Reading. Skilled word reading involves both the speedy decoding of unfamiliar printed words and the speedy recognition of familiar printed words. This is why, at St Peter's Primary School, phonics is emphasised in the early teaching of reading to secure independent decoding and we use the *Read, Write Inc* programme to achieve this.

EYFS

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

- Book corners that are stimulating and accessible, owned and loved by children, indoors and outdoors.
- Using core books to plan for children's interests and class topics
- Children have the opportunity to read to an adult using levelled reading books once a week. Children can choose a new book twice a week, as well as taking a storybook home. Reading records communicate reading progress between home and school, and include teacher and parent feedback.
- Having enthusiastic staff who share their excitement of books with children
- 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
- Having well planned, shared reading sessions that all practitioners are confident to take part in
- Listening to and joining in a variety of genres, for example, non-fiction, poems, taped stories, rhymes etc
- Opportunities to retell and to act out stories using props and story maps.

Key Stage 1

Children in KS1 have reading at the heart of their English lessons to develop happy, healthy and curious learners who read confidently and independently. Children in EYFS, Year 1 and 2 take part in daily 30-minute Phonics lessons to help improve word reading skills and strategies to engage with texts. We follow the Read Write Inc approach and use phonetic reading scheme books and rhymes so pupils practise and develop the ability to segment and blend phoneme/grapheme sounds independently.

The children in Year 1 and 2 also have daily guided and/or individual reading sessions that last for 20 minutes. A different focus group is taught by the teacher or teaching assistant where the children will be taught new skills in order to progress with their reading. These skills are based on the teachers' assessment and the children's next steps. Further to the focus group, a carousel of activities is undertaken by the children working independently. The activities are linked to the texts the children are reading and

promote the independent application of skills previously taught. Staff use the VIPERS approach to ensure coverage across the key areas of reading. **See Appendix 1**

Key Stage 2

Children in Years 2 to 5 take part in daily Guided Reading sessions that last for 30 minutes that are focused around the VIPERS scheme. Each of the letters focus on an area of comprehension and are as follows:

- V - Vocabulary
- I - Inference
- P - Prediction
- E - Explanation
- R - Retrieval
- S - Summarise (KS1 - Sequence)

During the sessions, children will be taught new skills in order to progress with their Reading by exploring the area chosen by the teacher. This encourages all children to be exposed to the key areas and ensures that there is a wide exposure to the key skills. Further to the focus group, the other pupils take on a range of "Reading roles" within their group, giving a clear purpose to their reading and discussions and enabling them to work independently. The activities are linked to the key area of reading and promotes the independent application of skills previously taught.

In Year 6, children are explicitly taught reading skills through whole class reading sessions. The skills taught are based on teachers' assessment and the children's next steps. All teachers use the VIPERS approach to ensure coverage across the key areas of reading.

Home Reading

We work in partnership with parents, so pupils develop a love of books and reading. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age.

Encouraging children to read widely, in and out of school, across both fiction and non-fiction, helps to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.

Children in EYFS and KS1 have the opportunity to read to an adult using levelled reading books once a week. We use "book bands" to ensure books are the right level of challenge for children to make good progress.

Accelerated Reader

In KS2, we use the Accelerated Reader Programme which also ensures children are reading at the correct level and are appropriately challenging. Children can choose a new book to read at home twice a week as well as taking a story book home at the weekend. Reading records communicate reading progress between home and school, and include teachers' and parents'

Assessment

Assessment will take various forms, including the following:

- Summative Assessment:
 - Comprehension tests and SATs (year 2 and year 6)
- Formative Assessment:
 - Talking to pupils and asking questions
 - Discussing pupils' work with them
 - Specific assignments for individual pupils
 - Observing oral and performative tasks and activities
 - Pupils' self-evaluation of their work

Evidence for summative assessments are logged on a whole school tracker system (Target Tracker) on a half termly basis. Target Trackers and progress of reading monitored by teachers, Reading Leader and Senior Leadership.

In years 3 to 6, Accelerated Reader is used to assess the children's progress each half term. This program is an effective tool that helps to increase the reading growth in pupils. The children will take 6-star reader assessments which are completed online which will determine their reading level in small steps. Pupils are encouraged to read the appropriately levelled books and complete comprehension style questions online. The questions in the quizzes are designed to monitor the pupils understanding of the text and pull on the use of their comprehension skills. Teachers are able to track each pupils progress and helps to identify where they might need support.

Equal Opportunities/SEND

All pupils will be given equal access to the entire English curriculum, including a variety of reading materials. Where required, pupils with SEND and pupils with EAL will be provided with additional support in order to fully engage with the English curriculum. The school aims to provide more academically able pupils with the opportunity to extend their English skills and knowledge through extension activities such as further reading material and additional writing tasks.

Monitoring and Review.

This policy will be reviewed annually by the governing board and subject leader.

The next scheduled review for this policy is September 2023. Any changes made to this policy will be communicated to all teachers.

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence



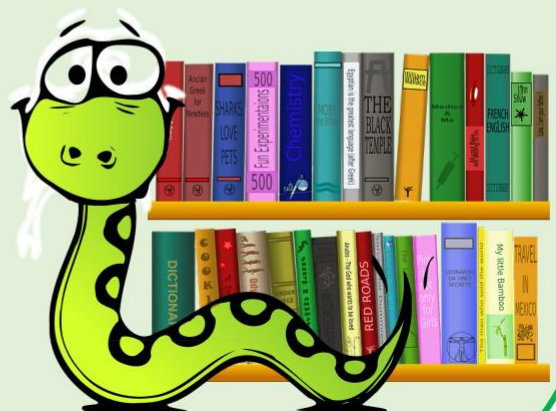
KS1 Reading Vipers

Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?



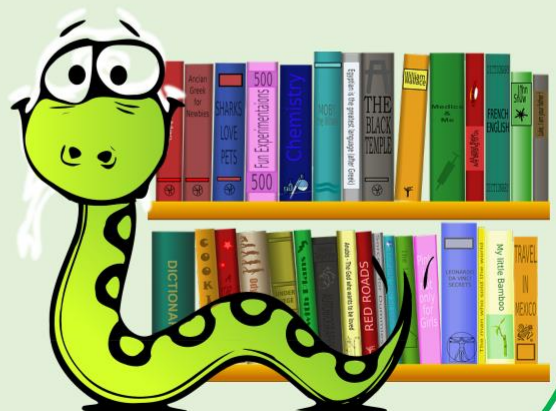
KS1 Reading Vipers

Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?



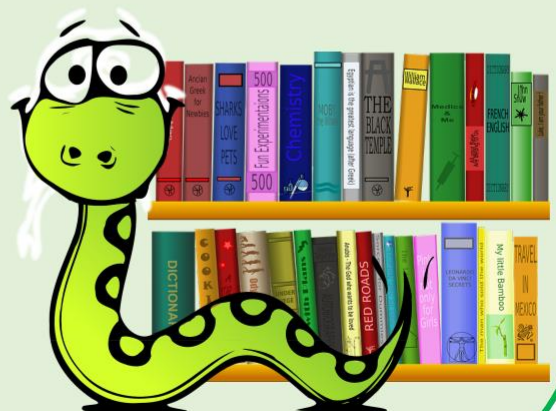
KS1 Reading Vipers

Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?



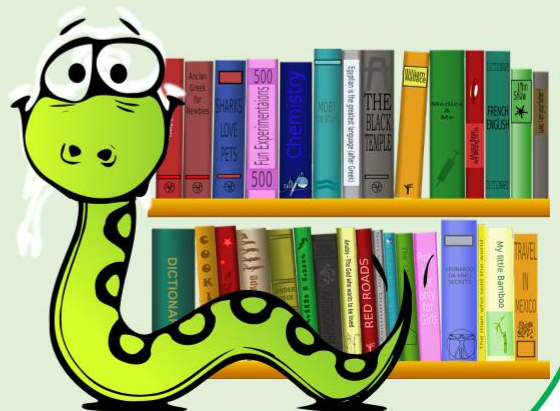
KS1 Reading Vipers

Sequence

Sequence the key events in the story.

Example questions

- 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?



KS2 Reading Vipers

Improving key reading skills

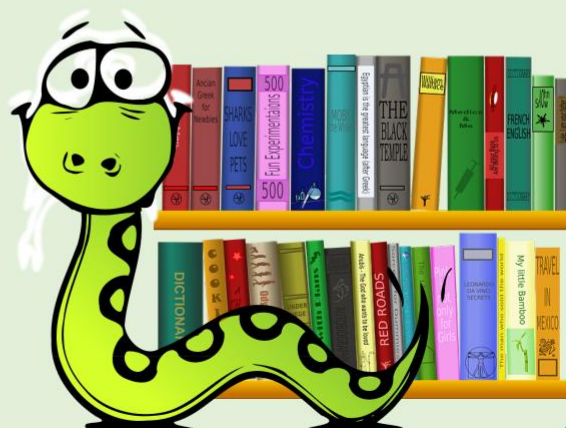


KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online

here: <https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework>

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph



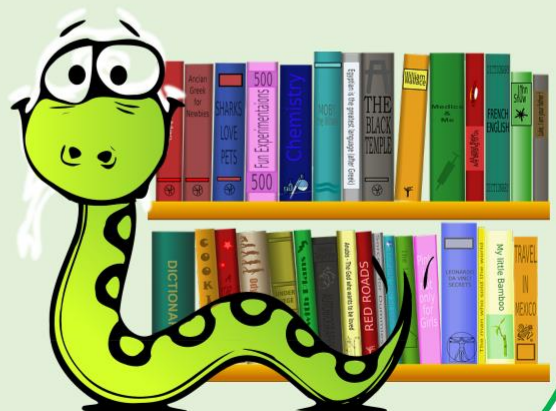
KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- 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?



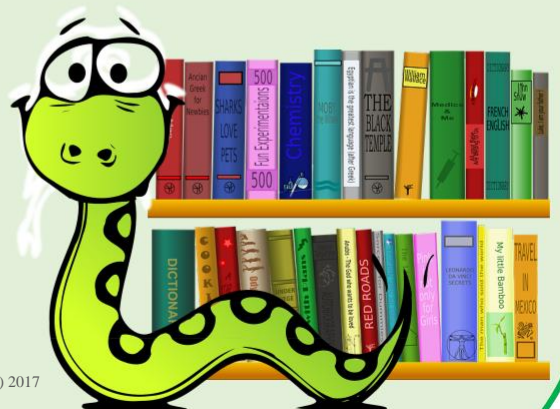
KS2 Reading Vipers

Predict

Predict what might happen from the details given and implied.

Example questions

- 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.



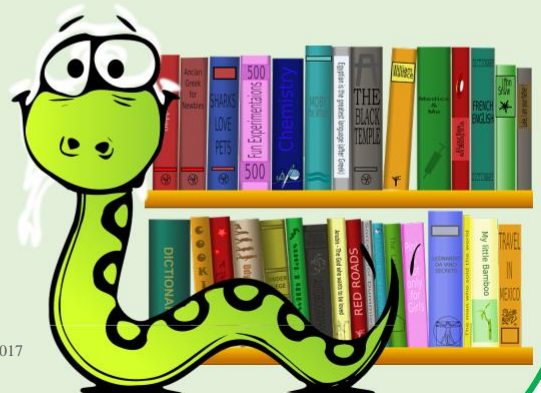
KS2 Reading Vipers

Explain

- 10 Explain how content is related and contributes to the meaning as a whole.
- 10 Explain how meaning is enhanced through choice of language.
- 10 Explain the themes and patterns that develop across the text.
- 10 Explain how information contributes to the overall experience.

Example questions

- 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?



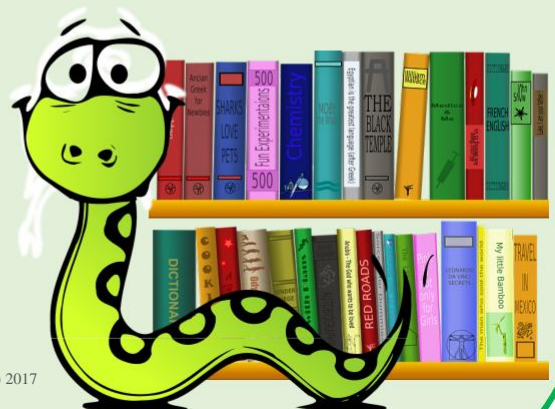
KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- 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?



KS2 Reading Vipers

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- 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?

