

Reading

(To be viewed alongside the Phonics and Early reading policy)

INTENT

At The Vine schools, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading.

At the Vine schools we pay due regard to the Reading framework July 2023, which supports us to 'meet the expectations set out in the Early Years Foundation Stage (EYFS) statutory framework and the national curriculum'. We aim to promote a love for reading by providing children opportunities to read for pleasure and share books and stories both at home and in school which will in turn nurture their desire to read.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading across all areas of the curriculum, as well as through our phonics and reading sessions. Our curriculum is delivered through synthetic phonics, shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

Our aims for reading are to:

- Instil children with a love and enthusiasm for reading that lasts for their lifetime and recognises the value of reading as a life skill.
- Encourage children to become enthusiastic and reflective readers by introducing them to quality texts, from a variety of cultures and in a range of different styles and formats.
- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry, rhyme and drama.
- Develop children's confidence, fluency, and independence when reading for different purposes.
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.
- Bring stories to life using drama and role-play, where appropriate, to immerse children in the text and further develop pupil confidence and understanding of stories.
- Ensure our children have the phonic knowledge they need in order to use decoding as their first strategy to reading.
- By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7.
- For all children read widely across the curriculum.

IMPLEMENTATION

In Reception and KS1 we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic synthetic phonics programme. We also embrace an approach to the Little Wandle Foundations to phonics in our preschools.

We start teaching phonics in Reception and KS1 as soon as children start school. Using the programme, children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school and are able to tackle unfamiliar words as they read. We also model the application of the alphabetic code across all areas of the curriculum.

Phonics sessions take place daily for 20-30 minutes (building from shorter 10 minute sessions at the start of Reception) Enhancements are also made to the Reception setting for children to explore in their continuous provision.

Children have the opportunity to read in school every day, this can be through shared or group reading, 1:1 reading with an adult, story and rhyme times, book talk sessions, independent reading in class. Reading is also taught as part of our talk for writing approach in English where key texts are chosen across the year, linked to protected

characteristics or topics and pupils have the opportunity to delve deeper into a text, retell stories and learn key elements of books and a range of stories.

Reading in KS1 is also taught through the Little Wandle group reading sessions (where appropriate for cohorts and pupils) where groups of no more than 6 will share the same text, 3 times per week. Each session will focus on an element of reading, which include; decoding, prosody and comprehension. Where group reading sessions are not taking place, children will read 1:1 with an adult. During the Spring term, year 2 pupils will begin to carry out targeted question activities to further develop their comprehension skills.

Children are also encouraged to read regularly at home, where their home reading book will be matched to their phonic knowledge. We use the big cat Collins coloured bookband progression to support this. These books link to Little Wandle phonics revised.

Teachers regularly read with and to the children so the children get to know and love a range of stories, poetry and information books. This helps to extend children's vocabulary and comprehension, as well as supporting their writing.

We have also developed a nursery rhyme progressions document, sentence stem progression document and core book list to support language development and reading progress and enjoyment in our schools.

Classrooms also have attractive book areas where the children can access a wide range of books, both fiction and non-fiction to help embed their love of books, stories and reading which is always available.

Please see the Phonics and Early reading policy for more information about reading in EYFS and KS1

In key stage 2, pupils have the opportunity to read every day either as part of their reading lessons and/or as part of their opportunity to read for pleasure, listen to their class reader and share books and stories from the school library or visiting library bus.

In addition to English and spelling lessons, children in KS2 learn to develop their reading skills through planned guided reading sessions. Reading in KS2 is taught using the Literacy Shed VIPERS approach. 'VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.' VIPERS stands for:

Vocabulary, **I**nference, **P**rediction, **E**xplanation, **R**etrieval, **S**equence or **S**ummarise

VIPERS is an approach used to ensure that teachers ask a range of questions and pupils become familiar with these. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards. These sessions are 4x 30 minute sessions, where one of these sessions is bespoke to the class reader novel chosen for the current term. Sessions are whole class/split by upper and lower KS2 and include discussions about the text, vocabulary, prediction and inference. Opportunity for independent comprehension activities also takes place during some of these sessions.

Carefully chosen texts in KS2 are planned across the year to support topic learning, as well to link with a range of protected characteristics. This class reader book is read to the class at least 4 times per week.

Children are also able to choose books from a range of quality texts from the classroom and school libraries to enjoy reading for pleasure in school and at home. The class teacher will support and guide children with their choices where needed. Pupils in KS2 who are reading books from the coloured book band progression, will continue to do so. Regular 1:1 reading with an adult/Phonics interventions/or additional group reading sessions will be put in place where needed for those pupils who may still have gaps in their phonic knowledge or who are not meeting age related expectations. This will be regularly reviewed.

Reading Events

We celebrate reading together throughout the year by taking part in both school based, local and national reading initiatives including the Summer reading challenge, National Poetry Day, World Book Day, author visits, regular book sharing, mystery reader visits and book fairs.

Books are celebrated in both the inside and outside learning environments. In EYFS there is a reading area and during playtimes, children are able to choose to take books outside to read in the outside classrooms and sheltered areas.

All additional 1:1 reading and intervention in school is recorded on a class record form and reading records are used in Reception and KS1, which are used between home and school.

IMPACT

Assessment in Phonics

Assessment for learning is used:

- Daily within class to identify children needing additional support
- Weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- Every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan interventions needed.
- By SLT and scrutinised through the assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for both children and teachers can be put into place.
- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Assessment in Reading

Assessment for learning is used:

- Daily within class to identify children needing additional support
- When listening to children read during 1:1 or group reading sessions
- When reviewing evidence of learning during written comprehension tasks, where misconceptions and gaps can be identified and re-teaching/intervention can be put in place

Summative assessment:

- Children are assessed at the end of each whole term using the Reading NFER reading papers. Practise SATS papers are also used to assess reading and inform teachers of gaps in learning and identify next steps.
- Evidence from Reading sessions is used to formatively assess children We use our teacher assessment against learning intentions to assess whether pupils have achieved the expected standard in Reading and to ensure pupils are ready for their next school year.
- Children in year 6 will carry out their KS2 SATS.

Parents will be provided with a written report about their child's progress and attainment during the Summer term every year. These will include information on pupils' attitudes towards reading and understanding of the key concepts. A short report will be provided at parent-teacher interviews during the Autumn and Spring terms.

At the Vine schools, children become confidence, expressive and fluent readers, with a clear understanding of a variety of texts. We endeavour to equip children with the language skills they need to become effective communicators and language users as members of their community and the wider world, thus preparing them for their future.

Written by D. Brown September 2024