

St Kenelm's C of E Primary School



Reading Policy January 2025

Respect, Honesty, Friendship, Compassion, Thankfulness, Wisdom

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Our Vision, Values and Ethos

Our Vision

Nurturing each and all. Guiding, Trusting, Inspiring and Celebrating.

(The Parable of the Lost Sheep, Matthew 18. 10-14)

Our vision is to celebrate and support all individuals on their life journey within a Christian ethos. We aim to provide a nurturing environment inspiring all to achieve their full potential and flourish through personal discovery within a caring, trusting community.

Our Values

Respect, Honesty, Friendship, Compassion, Thankfulness & Wisdom.

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values and to develop their capacity to be active and effective citizens.

Our Ethos

St Kenelm's School demonstrates the major Christian values in the ways children are cared for and in the care and respect the children are expected to show towards all other people, the world beyond the school and their immediate surroundings. As a school, we celebrate the diversity of the wider community and are committed to the principles of inclusion and equal opportunity.

Being kind, helpful and tolerant to each other in line with New Testament teaching underpins the school's ethos.

Following Jesus, our Good Shepherd, our hope is that children will grow into good shepherds themselves; treating each other with love, kindness, care and respect, as they would want to be treated themselves.

St. Kenelm's School Reading Policy

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

— Dr. Seuss, I Can Read With My Eyes Shut!

"If you don't have time to read, you don't have the time (or the tools) to write. Simple as that."

— Stephen King

Aims

At St. Kenelm's we aim to:

- Develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently
- Help our pupils to develop a lifelong enjoyment of reading taking genuine pleasure from what they read
- Give our children the reading skills they need to access all areas of the curriculum
- Enable children to access, understand and begin to manage information
- Help children begin to understand the meaning of what they read and what is read to them
- Help children make responses to what they read justifying those responses
- Allow all children to use reading to become immersed in other worlds...both real and imagined!

At St. Kenelm's, we consider ourselves a community of readers. Therefore, we expect **all adults** to model and communicate their love of reading in the following ways:

- Story time
- Opportunities for silent reading time from Year 2 onwards
- Shared and guided and reciprocal reading
- Providing well-resourced reading areas and book corners that inspire our children to read
- Reading individually with children who need our support the most

The Teaching of Reading

Reading is a **multi-strategy approach** to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read, with understanding, a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff.

Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

As children progress through the school they will:

- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- By Key Stage 2, children will be taught a range of strategies for reading including:
 - **Phonics** (sounding the letters, segmenting and blending them together);
 - **Visual** (whole word recognition and analogy with known words);
 - **Contextual** (use of picture and background knowledge);
 - **Grammatical** (which words make sense);

These are to be taught during Shared and Guided Reading.

In addition to this, children should:

- Be encouraged to listen attentively;
- Gain awareness of the close links between reading (decoding) and writing (encoding) activities.

Shared Reading

In Shared Reading, the teacher's role is to make **overt** what good readers do and encourage children to be actively involved in reading in the moment. During shared reading, the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions.

Shared Reading should take place daily and also through the reading of information texts related to other curriculum areas.

Guided Reading

Guiding Reading sessions take place from Year 2. For Guided Reading, the class is divided into groups of similar reading ability. Guided Reading sessions are a standalone session and in Year 2 will happen **at least twice a week** and in Key Stage Two this will happen **at least 4 times a week**. Texts are carefully selected at instructional level for the group, to provide opportunities for book talk and development of skills.

Within Key Stage 2, children are explicitly taught the skills of reading through the use of VIPERS, which were created by Rob Smith (The Literacy Shed).

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
Inference
Prediction
Explanation
Retrieval
Sequence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions.

Structure of a Guided Reading session.

Book Introduction

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

Strategy Check

Just prior to independent reading, the teacher guides the children to focus on and apply key strategies while reading independently.

Independent Reading

Children will take turns to read independently, while the teacher gives focused attention to support, monitor and assess individuals as they read. The other children will be following the text and listening attentively to others.

Returning to the Text

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

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.

From Year 2 onwards, there will be timetabled opportunities for periods of silent reading several times a week. Children should be encouraged to keep a reading record of books which they have read, linking with the home/school reading record.

Children should have access to a wide range of books including fiction and non-fiction via their reading areas, book corners and from texts brought in from home. Book corners are of tremendous importance. Selecting their own choice of texts is an important part of developing pupil independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences; a vital skill for Greater Depth readers at both key stages.

In Early Years and KS1 and, where appropriate in KS2, children will be given a reading book at an appropriate level, based on what sounds they know, to take home, together with a reading record. Children's individual reading at home will be monitored by staff.

Reading is not just a 'school activity'; it is a partnership between school and home. Wider family involvement supports reading and ensures children have access to reading materials at home. Therefore, at St. Kenelm's, we are happy to meet with parents/carers to facilitate them in their desire to support reading at home. This is done in a variety of ways such as workshops, meetings or on an individual basis. On our school website, under the reading tab, there is a range of book talk resources to enable parents/carers to make home reading time as productive as possible.

Hearing Books Read Aloud

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Teachers of all age groups should read aloud to their class daily for at least 20 minutes. Children will also hear a variety of books read during assembly time and these will be added onto our collective classroom book shelves display.

Children Reading Aloud

This will be modelled during shared and guided reading and hearing books read aloud. Whilst in school, children are taught the skills they need to become effective readers. Children should then practice and fine tune those skills at home. Children should have the opportunity to read aloud to a variety of audiences, including their own age group, younger children and during assemblies.

The Reading Environment

The reading environment is crucial for children because it significantly influences their ability to develop strong literacy skills, a love of reading and a foundation of lifelong learning. An inviting and stimulating reading environment reinforces the importance of regular reading.

Classrooms

- Class book corners should be welcoming and include a wide range of fiction, non-fiction, and poetry texts that are refreshed termly.
- Displays promoting words of the week, recommended reads, and book reviews.
- Books we've read display

School Library

- Access to a well-stocked, age-appropriate library that reflects all pupils' interests and backgrounds.
- Encourages reading for pleasure
- Warm and inviting space with comfortable seating makes children enjoy reading.

Home-School Reading Partnership

- Reading record books to encourage parental engagement.
- Dedicated resources and support sessions for parents on how to develop their child's reading at home.

Early Years

In EYFS, reading is an important feature, inside and outside the classroom. Reading opportunities are provided on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children are taught in a stimulating environment that is rich in written print. The class teachers share big books with the class and regularly read stories and rhymes. All children start by taking home a story book they can share with their parents; they will then move onto a word box to support their learning of segmenting and blending. When children are secure with that skill they will then move onto a reading book that marries up to the sounds they know. The teacher reads with the child and encourages reading to take place at home.

We have a range of ways in which we promote reading:

- Children have daily phonics sessions to teach them sounds, segmenting and blending words in order to build up their fluency when 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 at least twice a week using phonically decodable reading books
- Enthusiastic staff who share their excitement of books with children
- Having a range of quality books available in all areas of the classroom
- Using story props, story sacks, role play areas and displays to enhance core books
- Opportunities for children to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation
- Involving parents/carers in understanding the importance of early literacy
- Listening to and joining in a variety of genres, for example, non-fiction, poems, recorded stories, rhymes etc...
- Opportunities to retell and to act out stories using props and story maps

Key Stage 1

Jolly phonics is the core of our phonic teaching. Phonics activities are practical and fun, to encourage learning. During Shared and Guided Reading, phonics work is reinforced by class teachers in the context of real texts. Reading skills are developed across the curriculum. Provision is made for children who require extra support through differentiated class teaching and carefully planned activities.

Class teachers and teaching assistants deliver the National Curriculum objectives by providing a wide range of text types. Writing activities follow on from shared reading with a balance of reading and writing.

Key Stage 2

Careful study and immersion in the reading genre over several days leads to children attempting writing in that same genre. This is usually during a unit of work lasting several

weeks. Over the unit, there will be a balance of shared reading and writing activities. Children have a reading comprehension session once a week which is in smaller groups. This is necessary to have additional time for the explicit teaching of comprehension skills. Provision is made for children who require extra support through specific intervention programmes and differentiated class teaching/independent tasks.

Our fidelity to Jolly Phonics continues to support children in mastering phonics through interventions or daily catch up depending on the child.

Reading Intervention

Individual class teachers will devise intervention programmes based on the needs of individual pupils. Children may be assigned 1:1 time or work in small groups based on pupil profile targets. Consultation with the school SENDCO is essential to ensure children are placed on programmes appropriate to their needs.

Assessment and recording

A whole school approach to assessment and record keeping is used. Teaching staff also maintain their own individual class records of achievement in reading. In KS2, children have termly reading age checks using Salford and Neale Reading Assessment. In LKS2, this will determine the reading shelf they are on. In KS1 and KS2, children complete PIRA reading assessments three times a year.

Parental Involvement

Co-operation and support from parents/carers is paramount if a child is to become a successful and competent reader. At St. Kenelm's, we strive to develop and encourage a strong partnership between home and school. We send reading books home regularly and encourage parents/carers to facilitate their child's reading development, welcoming comments in individual reading record books.

Professional Development

All staff will have whole-school staff training on the teaching of reading, including phonics, guided reading, and comprehension strategies. Staff should be given the opportunities for peer observation and sharing of good practice alongside access to research, expert publications, and training from literacy consultants to set children on the path to a lifelong love of reading.

Equal Opportunities

For children who may not have access to books or quiet space at home, a well-equipped reading environment at school provides equal opportunities to develop literacy skills and enjoy the benefits of reading.

Signed on behalf of the school

Signed on behalf of the governors

Date: January 2025

Date to review: January 2027