



Reading Policy

Person responsible: Head teacher

Ratified by the governing body: Autumn 2020

Date for review: Autumn 2023

A handwritten signature in black ink, which appears to read 'Anne-Marie Renshaw'. The signature is written in a cursive style.

**Reverend Anne-Marie Renshaw
Chair of Governors**



Reading curriculum

Intent

Messing readers will develop a joy of reading where the imaginative possibilities of a good book are understood and discussed by all. A love of reading is evident across the curriculum, embedded in school life and the enjoyment children develop for reading will inspire them to be lifelong readers.

Through engaging texts our curriculum will help them to:

- Read fluently and with confidence so they are able to access and enjoy a variety of literature, genres and authors.
- Develop strategies and skills that allow them to become independent readers and successfully comprehend a wide range of fiction and non-fiction texts.
- Extend their thinking, questioning and comprehension through discussions with their teacher and peers.
- Make connections with their learning and develop their experiences, providing them with a further insight into the diverse world around them.

Implementation

Reading opportunities are embedded across the curriculum and daily school life. A love of reading is encouraged in a variety of ways beginning in reception and continuing throughout the school to ensure progression. Key texts are carefully selected in line with the National Curriculum expectations for English lessons. They link to topics and further reading opportunities are a focus in foundation lesson planning allowing children to make connections with their learning.

In Reception and KS1 children are able to select books from a range of schemes using the coloured book bands to support their choices. If they are practising their phonics skills then they also have access to a phonics text at their stage so they can continue to practise their skills at home. In Reception children read their reading book to an adult at least three times a week. Their phonics skills are further practised and they begin to develop their comprehension skills through adult questioning. In KS1/2 reading is taught through the reading VIPERS which focus on the key reading skills; vocabulary, inference, prediction, explaining, retrieval and sequencing/summarising. Lessons are planned around these and assessments are made based on evidence gained through discussions and activities completed. Each child also has a Word Wizard sheet in the back of their reading journal where they can write down new vocabulary they have found when reading independently. Children then have the opportunity to discuss these during Word Wizard sessions and key vocabulary is displayed for all to refer to in all lessons. KS1 children are regularly given the opportunity to read individually to an adult and as a part of a group during guided reading sessions every week. Texts are selected with the VIPERS in mind and the sessions are focussed around these as a key skill to develop. Children are encouraged to apply what they have learnt in phonics and further develop their fluency in word reading. In KS2 children can independently select their books with the support of the accelerated reader banding. Book choice is regularly monitored using the accelerated reader star analysis and children are encouraged to challenge themselves by exploring new texts and genres. Children also regularly take part in whole class and small group guided reading. Additionally, some pupils where needed are supported through regular fluency interventions in KS2 and all pupils in KS1 practise fluency. In every class reading is recorded in the children's reading and communication books. Comments are focussed around the reading skill practised and there are question prompts to support parents with using the VIPERS to develop comprehension skills when reading at home. Parental engagement with supporting reading is fundamental and encouraged through regular parent sessions around reading. We are also very fortunate to have a number of parent helpers who help to support reading in school by hearing individual readers.

Each class has an engaging book corner with a breadth of texts that children are encouraged to take ownership of. They have access to topic loan books specific to their topic and have the opportunity to use the iPads or Laptops to further their reading material. Displays linked to reading strategies, the VIPERS and phonics learning where appropriate are evident to encourage independence when reading. Reading is encouraged through challenges devised by the reading subject leader and all children have the opportunity to take part in the local library summer reading challenge. Every class has a daily class story sessions where teachers share a range of texts with children for them to enjoy. These are carefully selected to present new texts to children that allow them to experience new genres, authors and topics. In the summer months whole school reading gives children the opportunity to practise their reading with children from different classes. They enjoy supporting each other and celebrating their success. Children are encouraged to try new authors through our Author of the Month display (including QR codes with information about the author) and our Starbooks book club is a popular way for children to share their love of reading with each other.

Impact

The impact of the pupils' Reading learning will be:

Children will be able to make connections and have a deeper understanding of the diverse world around them due to the knowledge and insight they have gained from a wide range of texts. **(Respect)**

Children will develop strategies and skills that allows them to continue to extend their thinking, questioning and comprehension when they are reading independently. They will also develop a love of reading that encourages them to become lifelong readers and try new genres and authors. **(Resilience)**

Children will continue to extend their vocabulary through high quality texts and develop their reasoning skills through discussions, articulating their views clearly and effectively. **(Reasoning)**

How will we measure the impact?

Reading regularly with the children and embedding reading opportunities across the curriculum allows us to regularly make assessments for learning through discussions and activities completed. These assessments are then used to progress children's book levels and inform teacher's planning. Children are regularly given feedback verbally, in books or in their reading and communication books and teachers regularly model reading skills so children understand what makes a good reader. The pupils at Messing Primary School take summative assessments in line with statutory requirements. They take part in a phonics screening test in Year 1; reading SATs in Year 2 (which supports the teachers' overall assessment of their attainment); and reading tests in Year 6.

Other summative assessments are used throughout the school for example the assertive mentoring star analysis, regular reading comprehensions and the use of the 'Rising Stars' Progress Tests from year 2-6.

We work closely with local schools so that new initiatives and ideas are shared and the best, most relevant practice is in place. The Headteacher identifies developmental needs relating to English through monitoring and discussion. Training needs for English are incorporated into the School Development Plan. These may be addressed by the Headteacher or outside consultants during staff meetings or through attending courses. Where courses are attended the Headteacher will discuss outcomes with the staff so that new initiatives can be planned for and implemented.