

Reading Policy

We believe by instilling a joy and love of reading in all children, that all children within our community can access and thrive throughout all areas of the curriculum. We know that reading for pleasure is the single most important indicator of a child's success. The ability to read is fundamental to many aspects of life, and is central to general progress & developing an understanding in a wide range of areas of the curriculum. The teaching of reading is to be given a high priority by all staff. Success in reading is crucial in developing children's self-confidence and motivation to learning in general.

Our aims of reading at Wallace Fields Junior School are:

- For all children to be able to access age-related texts
- To be able to choose and enjoy a variety of books
- To become 'worldish' not 'bookish' readers
- To be fluent and confident readers

Implementation of Reading:

Firstly, we create a culture of reading for pleasure and sharing books, stories and poetry. We do this by:

- Having a **class reader and designated time** to read these to the children every day. These stories will be aimed at the range above the year group being read to, to allow all children to access high level texts, whilst enjoying new vocabulary, plot twists and the journey books can take us.
- **Using books to introduce exciting new topics** in foundation topics. For example, in science we may use a new non-fiction book to hook the children in and leave them curious and interested in the learning to come.
- Providing **cross-curricular research based projects**, where children have to use digital and printed text to find information and evaluate the content for useful ideas.
- Engage children through writing, in a **variety of different texts**, plays, poetry, fiction, non-fiction and interactive texts. This increases the children's experience of text.
- **Teachers modelling and talking** about the books available in the library and their classroom book corners. Every book corner has recommendations and 'teacher' books to share.
- **Book talk time** for the children. We have one slot a week to discuss the books the children are currently reading and to recommend and add to our year group padlets.
- Additionally, in library time, we **encourage 'book talk'** between children where they can share their books.
- **Padlets.** Every year group will set up an online book share on padlets. This allows children to endorse the books they have enjoyed and highlight the themes, language and plot of the books.
- **Using whole class reading approach** to guided comprehension sessions. To increase the engagement and enjoyment of these sessions where we teach children the skills needed to understand written language, we now use a whole text as a class, so that we are going on the journey of the book together.
- We have a **growing online virtual library** which at the moment is to help children and families access PSHE themes through stories and books. Children can hear stories being read aloud and it advertises books with certain themes or ideas that they may be curious about or seeking guidance in.

- **Embedded library time** where the children can take out books and read passages of others. These are really buzzy sessions where teachers may hear children read, talk about books and discuss and recommend the next books to read.
- We have **reading ambassadors**, who are experts in reading for pleasure, who can recommend, discuss and show books that they are currently enjoying and reading. They assist children.
- We have a **dedicated slot for reluctant readers**, who are nominated by their teacher to go to visit our PAT Dog, Rufus and read to him. This is very successful because research has found that children are more likely to read to an animal as this is regarded as a less 'judgmental' audience for the children to read to.
- Every year we have at least one day dedicated to **World Book Day** and most year's it is much more than this! We spend time really exploring and getting excited about books. We invite authors to come and speak, our most recent visitors have been Maz Evans (Who Let the God's Out), Abbie Elphinstone (Sky Song, Dreamsnatchers etc) and Knife and Packer (Fleabag Monkeyface books)!

How do we teach reading skills at WFJS?

We split reading into two strands, **comprehension** and **fluency**.

How do we teach comprehension:

Comprehension is where we teach children the skills needed to actually engage, understand, interact and make sense of a text. We do this in set guided comprehension sessions which are timetabled weekly. In these sessions we use VIPERS, which focuses on the skills of

- **Vocabulary** – exploring the meaning of words, the choice of words and the effectiveness of words and learning and recording new vocabulary gained
- **Inference** – the skill of being able to use the evidence from the text to make an opinion.
- **Predicting** – using the text already read or pictures, to create an idea of what might happen next
- **Explanation** – the skill of being able to retell and justify their ideas and the authorial intent of a text which helps them decide how an author can influence the reader.
- **Retrieval** – this is finding certain passages, meaning, words or phrases from the text
- **Summarising** – this is a challenging skill of being able 'to take the main idea' from a passage or to deduce a theme.

In these sessions, the children explore one text as a whole class, normally focussing on a few pages or a chapter, depending on their year group. They will be guided, encouraged and modelled to by our teachers, who are experts in reading. These sessions focus on the key strands above and children's work is monitored, fed-back to weekly and assessed half-termly. This ensures all children at Wallace Fields Junior School are able to access and enjoy age-expected texts. The books chosen are selected based on the themes, the level of vocabulary and the recommended age and also engages children to look at the structure of a text to help make sense of it. The themes studied through these books are progressively more complex as the children move through the school. The books may change yearly depending on each year group, but some examples of Guided reading texts are:

Autumn Year 3: The Tin Man

Autumn Year 4: The Train to impossible places by PG Bell

Autumn Year 5: Wolf Wilder

Autumn Year 6: Kensuke's Kingdom by Michael Morpurgo

Our whole class texts are normally separate to our class reading books and are tracked and monitored by the reading lead on Reading Spines, which show the texts used in each year group. These are updated termly. These books may also be used for writing purposes in English too.

How do we teach Fluency?

We believe that all children should be fluent readers. **Fluency, is the skill of being able to decode words and access the language.** As a junior school, we ensure that all children entering in year three are assessed for their ability to read fluently and we work with the feeder infant schools to identify those who may need additional support alongside this. As a result, we use the phonics scheme Read, Write, Inc., to support and give confidence to any child who may need to practise reading fluently. This will be provided in either a 1:1 session or a small group. We liaise with all our feeder infant schools to obtain how the children performed in their phonics screening and retest where necessary. Any child who appears to lose confidence or begin to not progress with their reading when tested for comprehension half-termly, will be reassessed on the Hertfordshire reading paper to see if they need additional support.

How do we close the gap for those children who may need additional support to be good readers?

We routinely assess children for both their reading fluency and their comprehension. This is done using the Hertfordshire reading test (fluency) and NFER comprehension tests. We monitor the children throughout their time at WFJS and constantly seek to enable those who may need support to progress further or feel more confident. After assessing the children, some are selected to have intervention sessions. We break fluency down into further sub groups to make this as effective as possible. **If a child is unable to read fluently for their age, we then assess for:**

- Their decoding
- Their speed when reading aloud

Then we break down comprehension into:

- Understanding words in context
- Understanding the effect of punctuation
- Understanding some words need intonation



Please note- the resources used at the end of each flow chart (picture above) may differ and depend on what is most effective at the time as we review and evaluate each resource termly.

After assessing each child in year 3, they will be allocated an intervention if needed to help them with their reading skills. Not all children will be in a group, just those most in need or identified as needing extra support. These children will be monitored as they progress throughout the school. If a child is not making expected or accelerated progress, they too will be assessed and allocated a support intervention.

Within the National Curriculum, it states 'If children by the end of Year 1 are still struggling to decode and spell need to be taught to do this urgently through a rigorous and systematic phonics programme so they catch up rapidly'. Those children who are assessed as being in the lowest 20% of each year group, receive catch up interventions during morning sessions and are heard reading aloud.

How can parents support children at home with their reading:

The first thing you can do, is listen to them read; this must be anything they like to read. If they like football programmes, newspapers, magazines, graphic novels, comics, annuals, Guinness book of world records, novels, non-fiction. They must be enjoying the text. Not only can you discuss your child's 'bookish' reading, you can also discuss your family's 'worldish' reading. This can include all manner of texts, from instructions to recipes, cereal boxes to shopping lists, game reviews to emails, ingredients, and of course, books.

The second thing, is let them see you reading for pleasure, again this can be any manner of text. We will be providing your children with lots of 'bookish' opportunities in school, please provide your children with both book and world reading at home.

Any reading that your child does, is good reading, and can be noted in their reading or homework diaries. For example- 'This weekend, we baked brownies and *** read the recipe and understood the process.' - would be a perfect inclusion!

How do we support children who are learning English?

We encourage children who are identified as EAL, to read books in their own language if that is what they feel most comfortable with. Reading for pleasure means that they should be confident and comfortable and enjoying the text – trying to decode a text in a different and difficult language can impact on this. We will be providing them with opportunities and immersion in English texts while they are in school. We also have personalised reading interventions to support each child with their Reading needs.

Assessment:

Children are assessed for their fluency and their comprehension. We test termly using the NFER comprehension tests to track and monitor comprehension skills and confidence. This informs our planning and which key strands of the VIPERS we will teach the children in the following term. Additionally, we assess all children for their fluency as they join us in Year three. We then track the children who are identified as reading below their age related expectations using the same test as they move through the school. We assess any child that appears to not be making progress on the Hertfordshire reading paper to identify the intervention they may require o help.

What Reading Schemes do we use?

We use 'Read, Write, inc' for intervention with fluency for children who are learning to access age related texts. This is based on phonics and is a trackable and progressive system to help children access new vocabulary as they develop their reading. These books are taken home by those children who may benefit from additional support and changed once completed. <https://www.ruthmiskin.com/en/parents-copy-2/> Please see video 6 of 19 to learn more about this scheme but please do know that the phonics level your child would be doing is at a much higher level and the books track through the whole school, not just infant level.

For reading for pleasure, children are encouraged to be able to choose their own reading using encouragement and specific lessons to guide children on how to choose a book that they will enjoy. For whole class reading comprehension lessons, we use above age related texts and use teacher plans from VIPERS to teach and encourage book talk and the 7 aspects of reading.

How do we support children with SEND to thrive with reading?

We ensure all books used in guided reading sessions or reading for pleasure are appropriate and accessible for all children. Some children with SEND may be pre-read and pre-taught vocabulary to help them access any texts further. They may also be provided with text that is read aloud or listen to on audio. We also use coloured overlays to help those who need to read off different colour backgrounds. We ensure all SEND children, have a copy of the text to themselves to be able to decode and break down without the pressure of sharing. We also ensure that key aspects of text, like the setting, or concepts that may depend on a child's experiences are explained and shown so that all children are able to relate to the text in some way. We do not differentiate the actual text/book, but instead support all children to be able to access the same text through the different means above. We may provide less text or less questions for independent work though. In some cases, children may use a similar text if appropriate to do so but this would be in a smaller group rather than whole class. Intervention is also provided using the same text as completed in class, to ensure all children have experienced the same text.

Diversity through Reading:

At WFJS, we strive to be inclusive and celebrate diversity across all areas of the curriculum. We therefore ensure that any books read or looked at in school have been read, checked and alternate to reflect different areas of our school community or current issues. We ensure that children can see their own lives and their own stories, reflected in the different texts and visuals we use in Guided Comprehension.