

Conisbrough Ivanhoe Primary Academy



Reading Policy 2019-2020

Written:	June 2019
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This Reading policy has been produced in order to inform all teaching staff and parents/carers about how we teach and promote reading within school and also how we use our Guided Reading sessions to support pupils in becoming enthusiastic and effective readers.

This policy for Reading is a key element in the teaching of Literacy at Conisbrough Ivanhoe Primary Academy. It is inter-related with other aspects of our Literacy policies including: speaking and listening, reading for pleasure and writing.

Aims and Objectives:

- Enable children to read with accuracy, confidence, understanding, fluency and enjoyment.
- Be able to use a wide range of reading cues (phonic, graphic, syntactic and contextual) to read, understand and correct their own mistakes.
- Read a range of texts including: fiction, non-fiction, plays and poetry.
- To develop comprehension skills of inference and deduction.
- Read for interest, information and enjoyment.

School Commitment:

- At the beginning of each new academic year, all children will undertake a PM Benchmarking assessment to ensure they are on a reading level appropriate to their needs.
- All children will have a carefully selected reading book to take home which is matched to the appropriate level.
- Give ample opportunities for children to read in a range of contexts throughout the day including: silent reading, shared reading, guided reading and reciprocal reading.
- Provide exciting reading areas that inspire our children to read.
- Help children to develop a lifelong love of reading and take genuine pleasure from what they read.

Foundation Stage Reading Opportunities:

In Foundation Stage, children are given the chance to read on a daily basis. These are given in a variety of ways including the teacher sharing a 'big' book with the class and regularly reading stories and rhymes. When they are ready, children are given a reading book and a book bag to take home with them.

Read, Write Inc. Phonics

In Key Stage 1, discrete daily phonics sessions take place through the Read Write Inc programme. These sessions last an hour a day and are taught by either teachers or fully-trained teaching assistants. The children remain in these sessions until they reach Grey Group, - which is the final group. Once they are proficient within this group, KS1 children enter a comprehension group. Children in KS2 who are off the programme will learn spelling rules through the associated Read Write Inc. Spelling scheme. Any children who are not off the programme by the time they reach the end of Key Stage 1 will begin the 'Fresh Start' Read Write Inc programme in Year 3.

Independent Reading

We fully embody the importance of giving every child the opportunity to read independently and actively encourage this. Independent reading helps to build confidence, stamina and fluency, as well as exposing children to a wide range of books and authors.

From Year 1 onwards, there are timetabled periods of silent reading throughout the week which builds up as children progress through school. Pupils will have access to a variety of genres of books for them to choose from.

From Key Stage 1 onwards, children are given an appropriately levelled book and a reading record to take home. The level will be determined through PM Benchmarking at the beginning of each year; which then correlates to the Oxford Reading Tree book levels which we have in school. Children are encouraged to document any books they have read – either school books or books from home – and note down any comments about their reading in their reading records.

Reading records will be regularly checked by teaching staff and children are expected to read at least three times per week. Children will receive stickers for regular reading at home to affix to their personal bookmarks and can exchange these for prizes at a time of their choosing.

Guided Reading Structure:

At Conisbrough Ivanhoe Primary Academy, guided reading sessions are structured using the VIPERS questioning strands from The Literacy Shed. Using VIPERS ensures that all of the content from the new content domains is covered so children are able to answer any type of questions from these strands.

The mnemonic stands for:

V = Vocabulary

I = Inference

P = Prediction

E = Explain

R = Retrieve

S = Sequence/Summarise

Whole-class Guided Reading sessions will take place every day for a time period of approximately half an hour.

The first session each week will focus on the vocabulary within the text type that has been selected. This is an important aspect as not only does this link to our Vocabulary Policy; but it also imperative that children understand approximately 98% of the words within a text in order to comprehend it fully.

Further sessions will focus on reading the text and answering questions based upon the VIPERS stems. Children may also undertake independent activities based on the aforementioned questioning stems later on in the week in order for the teacher to comprehend what the child has understood about that text.

Reading Stimuli:

The text types selected will be based upon a three week rota comprising of:

Week 1 – Fiction text

Week 2 – Non-fiction text

Week 3 – Poem/play/film clip/song/picture book

These will all be linked together based upon a theme of the teacher's choosing. This could be related to the topic or literacy work for that particular half term or based upon a class book. Conducting a three week rota will ensure that children are exposed to a variety of text types and will become confident in reading and comprehending a multitude of genres.

Assessment

At the beginning of each new academic year, children will be PM Benchmarked to ensure that they are on the correct reading level. In addition to this, at the end of each half term, children will complete a PIRA test to aid and cement teachers' assessments.

Each week, teachers will look at the work children have completed in their guided reading jotters and record this on reading assessment grids. This data will then be inputted onto Emag to form a half termly level for children.

Reading for Pleasure:

Further information about our attitude towards reading for pleasure can be found in the Reading for Pleasure policy.