



Riverside Primary School

Reading Policy

September 2022

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I. Subject Statement

I.1 Intent

At Riverside Primary, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe that the ability to read is fundamental to pupils' development as independent learners, during their time at primary school and beyond. We consider reading to be a vital skill that can open up many exciting possibilities in a child's life. Not only does reading enable them to understand, interpret and communicate with each other and the world around us; it also empowers them in following their interests and creating a positive future for themselves. We believe that success in reading has a direct effect upon progress in all areas of the curriculum; therefore, reading is given a high priority at Riverside, enabling the children to become enthusiastic, independent and reflective readers across a wide range of literature.

With the changing world in mind, children are also encouraged to use a variety of online resources, which encourage them to use their reading skills. To support our intentions, we have developed a core of books that create a living library inside a child's mind for the range of topics for the year groups. It is a store of classics and essential reads that help children engage at a deeper level and provide them with greater cultural capital.

The aims of teaching reading in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards reading;
- rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently through the Read Write Inc (RWI) programme;
- read easily and fluently with good understanding across both fiction and non-fiction;
- acquire a wider vocabulary;

- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way;
- develop their reading in all subjects to support their acquisition of knowledge;
- develop a love of reading;
- read for pleasure both at home and school on a regular basis;
- develop good comprehension drawing from their linguistic knowledge.

1.2 Implementation

We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading, we implement the following.

- EYFS and KS1 pupils take part in daily RWI lessons.
- Children in Year 1 take part in Daily Supported Reading (DSR) lessons, where children are exposed to a range of different texts linked to their phonics knowledge and can demonstrate their understanding and thinking behind these.
- In year 2 and KS2 pupils take part in 3 weekly VIPERS lessons, where they learn and further develop a reading skill.
- Children are provided with a wide range of reading books in our school. All children choose a reading book and a pleasure book to take home which is changed weekly.
- Each year group have a selection of books in their classroom which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum.
- Children are read to each day by their class teacher. Teachers read high quality texts during Drop Everything and Read (DEAR) time at the end of each school day.
- Each classroom has a reading area that is filled with books suitable for their reading age. This is a comfortable place for children to read throughout the day.

- Children have the opportunity to take part in 'Wednesday Reading', in which parents are invited to their child's class to share a book together.
- Children who are not yet 'free readers', work through our school reading scheme – these are levelled books which match the children's current reading age. All RWI pupils have storybooks from lessons to take home to re-read. We expect family at home to read these books with their child daily and make comments in their child's reading record.

Celebrating Reading

Children at Riverside take part in the Extreme Reading Challenge, where they share pictures of reading in different environments and are awarded with a certificate. KS1 and KS2 pupils also have a '20 books to read' challenge. The challenge is to read 20 books covering specific genres and themes. When pupils have completed their challenge they are rewarded with a prize. These challenges encourage children to read more often at home and help build their fluency in reading. We also visit our local library on a termly basis. This provides children with the opportunity to embrace a wide range of texts and to celebrate reading with their community.

Our reading curriculum is enriched with further opportunities to celebrate reading such as; storytelling day, poetry day and National World Book Day.

1.3 Impact

Because of our progressive, well-sequenced and supportive RWI and DSR sessions that build upon knowledge already acquired, the children of Riverside Primary have a strong understanding of blending sounds to read words. This means that our children become fluent readers by the end of Key Stage 1 enabling them to focus on developing their fluency and comprehension as they move through the school. Reading plays a fundamental role, not just in our curriculum but also in setting children up for lifelong learning. Due to this rigorous approach to the teaching of reading, children will be highly competent and confident readers who enjoy delving into a range of texts, books and genres. Children develop detailed knowledge and

skills across reading and as a result achieve well in the Year 1 Phonic Screening Check. We aim for Read Write Inc. phonics to be redundant for the majority of our children, by the end of the Spring 1 in Year 2. However, identified Year 2 and KS2 children who still require further support with phonics a catch up programme is implemented. The effectiveness of Quality First teaching and the fulfilment of our Curriculum Intent is assessed throughout all stages of learning in a systematic and strategic approach.

In KS2 the lesson structure and reviewing of the individual reading domains has supported our pupils in acquiring deeper understanding of individual skills which they are able to apply in other subjects. By 'knowing more' they are able to 'remember more'. This is evident in our latest KS2 results, where our pupils were confident in applying their reading skills.

Pupil voice shows there is an increase in engagement when it comes to reading. Pupils are showing an interest in a range of genres and enjoy discussing their texts with their peers.

The impact of reading is monitored through pupil voice, work scrutiny, lesson observations and half-termly/termly assessments. Data analysis is fed into termly Pupil Progress meetings to ensure that no child is left behind. RWI is assessed every half term and children are placed in ability groups across EYFS to year 2.

2. Teaching and Learning

At Riverside Primary School, our curriculum is based around quality first teaching with the main aim of our teaching being 'Excellence for all'. This is then underpinned by the eight key components which are:

- Pedagogy
- Classroom Climate
- Lesson Design

- Student Self-awareness
- Successful Learning
- Collaborative Learning
- Effective Questioning
- Quality Feedback

DEAR time (shared reading)

DEAR time is a whole school approach at Riverside. In our whole class shared reading, a rich, challenging text issued by the teacher to explicitly model the key skill by voicing reader 'think alouds'. Children are given the opportunity to apply the skill, discussing their application of the strategy.

Read Write Inc (phonics)

Read Write Inc sessions are taught daily in EYFS and KSI through a sequence of sessions by trained RWI teachers and support staff. The Read Write Inc phonics scheme has a systematic, engaging approach to developing pupils set 1, set 2 and set 3 sound knowledge. It supports pupils to blend sounds and build their fluency in reading. Pupils are given a range of fiction and non-fiction RWI reading books to read at home, matching their ability. If needed children receive additional support to help them on their journey to becoming a confident reader. Within the daily sessions children are encouraged and supported to not only develop their decoding skills but also their comprehension and fluency skills. For more information, please refer to the Phonics Progression Map/ RWI Policy.

EYFS

For the first half term of the academic year Reception pupils take part in daily 30 minutes' whole class RWI lessons where they are introduced to set 1 sounds in a systematic order. The baseline RWI assessment is completed in September, to enable the Reading Leader to determine the phonic knowledge of each child. Pupils are then re-assessed at the end of autumn 1. Because of this assessment, classes are split into small homogenous groups for autumn 2. Reception RWI lessons occur

daily for 30 minutes until a point when it becomes appropriate to move these lessons to an hour long alongside Key Stage 1 RWI. Hence during the autumn 2, spring and summer term, Reception and Key Stage 1 children are integrated for their RWI lessons; this allows children in Reception that are making exceptionally speedy progress to be taught in homogenous groups alongside Key Stage 1 children. *Please refer to the RWI policy for more information.*

Reception children read 1 to 1 with a teacher and have their book band and pleasure books changed on a weekly basis. Daily DEAR sessions, focused on a text and role-play, take place to help develop pupils love for reading.

In the summer term pupils begin to take part in small, teacher lead group reading sessions to help transition them for DSR in year 1. These sessions have the same structure as the DSR lessons, however focus greatly on developing pupil voice in reading.

Year 1 DSR

In year 1, children take part in daily DSR lessons lead by trained staff. All lessons/ sequence of lessons have a systematic, engaging approach to developing pupils' fluency and retrieval skills. Pupils read books from the Jelly and Bean series in small groups, with all sessions lead by an adult. Each lesson focuses on introducing specific sounds, reading text focused vocabulary, making key vocabulary using magnetic letters, comprehension questions and independent reading. Half-termly assessments are used to re-group DSR groups every 6-8 weeks.

In the summer term pupils take part in VIPERS lessons which supports their transition into year 2. The VIPERS lessons focus on Cornerstones topic related texts, unpicking a range of genres and reading skills.

Whole Class VIPERS Reading (Year 2 and KS2)

In year 2 and KS2 children take part in 3 whole class reading lessons a week with each lesson focused on a particular VIPERS skill. In this time children develop constructive conversation around high quality texts, work collaboratively with their partner and develop their understanding on the 6 comprehension domains. Each lesson has a 'learning aspect' and modelling by the class teacher.

- Year 2

In year 2, the 6 reading domains that are covered and recapped in VIPERS lessons are:

KSI Content Domain Reference	VIPERS
la draw on knowledge of vocabulary to understand texts	Vocabulary
lb identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
lc identify and explain the sequences of events in texts	Sequence
ld make inferences from the text	Infer
le predict what might happen on the basis of what has been read so far	Predict

- Key Stage 2

In Key Stage Two, the 6 reading domains that are covered and recapped in VIPERS lessons are:

KS2 Content Domain Reference	VIPERS
2a Give/explain the meaning of words in context	Vocabulary

2b retrieve and record information/ identify key details from fiction and non-fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

The non-negotiable for Whole Class VIPERS Reading sessions are:

- All pupils will be paired on the basis of their reading ability (mixed ability partners).
- Reading observations and assessments will be used to inform these groupings.
- The VIPERS skill to be identified for each lesson.
- A range of fiction and non-fiction good quality texts (Cornerstones topics) to be used for lessons.
- A Whole Class lesson will consist of teaching of VIPERS the skill, teacher modelling of reading, class discussions, paired work, vocabulary discussion and a reflection on pupil's learning.
- A common planning proforma will be used which will reinforce and consolidate understanding.
- Each class will have 3 weekly, 40mins reading lessons.

- Half-termly assessment focused on individual VIPERS skill to be completed by class teacher.

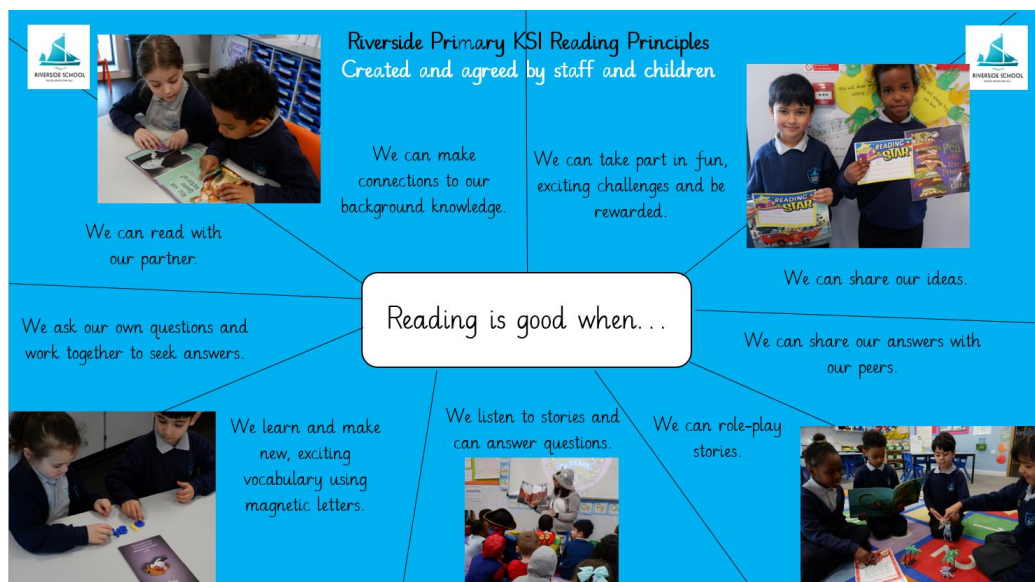
To ensure a common ethos in the teaching and learning of Reading, staff and children were involved in the creation of the Riverside Primary 'Reading Principles'.

Reading is good when:

KS1

- We can read with our partner.
- We can make connections to our background knowledge.
- We can take part in fun, exciting challenges and be rewarded.
- We can share our ideas.
- We can share our answers with our peers.
- We can role-play stories.
- We listen to stories and can answer questions.
- We learn and make new, exciting vocabulary using magnetic letters.
- We ask our own questions and work together to seek answers.

Figure 1: Riverside Primary 'KS1 Reading Principles' Poster

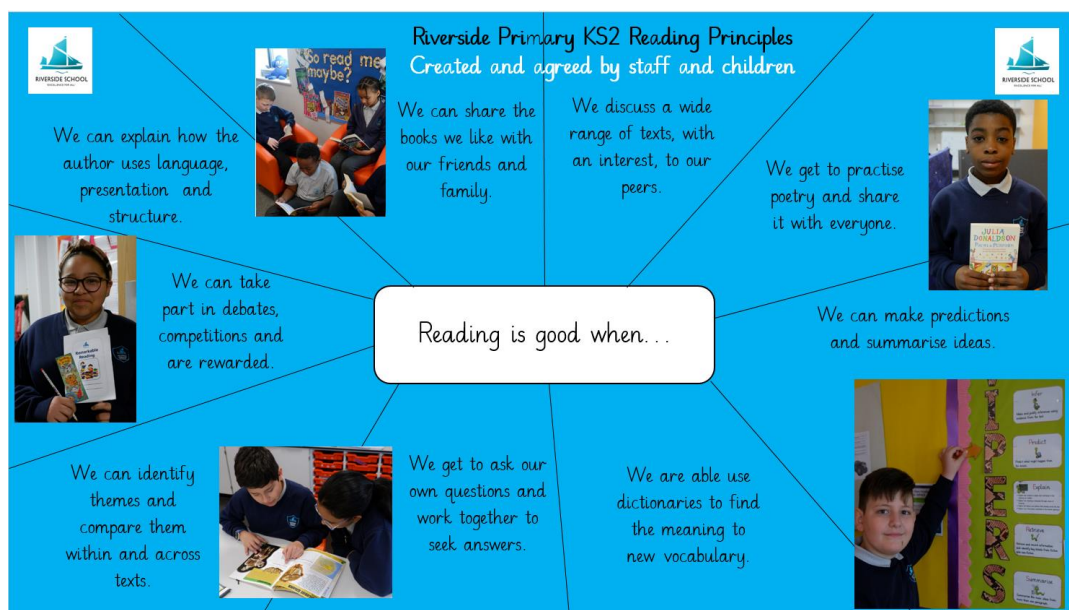


KS2

- We can explain how author uses language, presentation and structure.

- We can share the books we like with our friends and family. We discuss a wide range of texts, with an interest, to our peers.
- We get to practise poetry and share it with everyone.
- We can make predictions and summarise ideas.
- We are able to use dictionaries to find the meaning to new vocabulary.
- We get to ask our own questions and work together to seek answers.
- We can identify themes and compare them within and across texts.
- We can take part in debates, competitions and are rewarded.

Figure 2: Riverside Primary 'KS2 Reading Principles' Poster



3. Assessment

3.1 Assessment for Learning

The programme's 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach their partner. In this way, they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. The teachers' assess pupils' reading knowledge by assessing the speed at which pupils are able to read the text and their understanding of the text they read through questioning.

3.2 Formative Assessment

Daily formative assessment opportunities are built into every RWI, DSR and VIPERS lesson. Choral response, group work, partner work, allows teachers to evaluate pupils' knowledge and hence modify the pace and focus of their lessons. Formative assessment opportunities provide teachers with knowledge of which children are making slow, steady or speedy progress and hence they can liaise with the Reading Leader to provide additional support (for children making slower progress) or an immediate assessment (for pupils making speedy progress in RWI and DSR) to allow such pupils to change group.

3.3 Summative Assessment

All year 1 pupils are assessed every 6-8 weeks (half-termly), or more frequently for those making speedier progress, using RWI Assessment materials. The assessment is conducted by the Reading Leader and the materials assess a pupils' sound to grapheme correspondence, ability to apply phonic knowledge to decode regular words and to read common exception words. Pupils reading fluency is also evaluated.

Pupils' progress is tracked, to record their phonic knowledge and decoding skills, and this information is used to develop or reorganise RWI and DSR groups.

In year 2 and KS2 termly reading assessments take place (PIRA) which are used to identify the gaps in pupils knowledge of the VIPERS skills. This informs and supports the adaptation of future VIPERS planning. The data is analysed and is used to identify strategies during termly pupil progress meetings.

The effectiveness of Quality First teaching and the fulfilment of our Curriculum Intent is assessed throughout all stages of learning in a systematic and strategic approach. Assessment information, from both the formative and summative assessment progresses, is used to provide updates to parents via Parents' Evening, reports or more specific meetings with parents.

4. Planning and Resources

Planning is well thought out for DSR and VIPERS for each year group and is completed by the Reading Leader. When completing the VIPERS planning the reading domains have been carefully considered with the complexity of the questions increasing throughout the year groups. This ensures pupils are

challenged, there is consistency across the program and teachers' time is freed up allowing them to source additional resources and to make the lesson come alive to the class.

Planning details the focus of each part of the RWI, DSR and VIPERS lesson and explains the purpose of the activity to both the teacher and the pupil. Planning also explains the resources needed for each lesson.

5. Organisation

Teachers follow the RWI, DSR and VIPERS lesson plans and ensure that the lessons are taught at a good pace to ensure that all children are engaged and involved in the lesson. Children are praised for their contribution to lessons, reading and effort so that a very positive and respectful teaching environment is maintained. Every part of the lesson is explicitly referred to so that the teachers, and the children, know the purpose of the task. Use of effective partner work, turn-taking and children taking on the 'teacher role', means that children have an active role in all parts of the lesson. We teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, gaps in specific reading skill or problems with blending and alphabetic code knowledge. Teachers demonstrate their enthusiasm and passion in the program and this has a very positive impact on the teaching and learning environment.

All book band books are colour banded and centrally stored. All staff are provided with book band interpretation sheet for both the Oxford Reading Levels and Read Write Inc books. Every DSR teacher has their own box of resources. These include: magnetic letters and the set 1, 2 and 3 flashcards. Storybooks and vocabulary flashcards are all stored centrally.

6. Equal Opportunities

Riverside Primary School ensures that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to reading and all staff members follow the equal opportunities policy. Resources for SEND children and children who are working at greater depth are made available to support and challenge appropriately.

7. Inclusion

We believe that all children have the right to learn to read. All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. We teach reading to all children, whatever their ability. Reading forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of RWI, DSR and VIPERS, we provide opportunities that enable all pupils to make progress. We do this by setting suitable challenges and responding to each child's individual needs.

8. Role of the Subject Leader

The Reading Leader will monitor the teaching and learning of RWI, DSR and VIPERS across the school to support and guide the practice of teachers, ensuring a high quality, broad and stimulating reading curriculum.

Their role is to:

- Offer help and support to all members of staff in their teaching, planning and assessment of RWI, DSR and VIPERS.
- Provide colleagues opportunities to observe good practice in the teaching of reading.
- Maintain resources and advise staff on the use of digital tools, technologies, and resources.
- Monitor the children's progression through regular assessment.

- Organise and assign RWI and DSR groups.
- Manage the reading budget.
- Keep parents and governors informed on the implementation of RWI, DSR and VIPERS in the school.
- Help staff to use assessment to inform future planning.
- Offer CPD training to all staff (bi-weekly for RWI).
- Monitor and evaluate the effectiveness of RWI, DSR and VIPERS teaching and learning.
- Liaise and consult with external agencies to update staff training and access to resources.
- Where possible provided cover for staff absence.
- Organise parent workshops and information evenings.

9. Partnership with Parents

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Riverside Primary we are fully committed to strong partnership working between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record. We are also committed to offering parents and family members' regular opportunities to engage in workshops to enable them to gain a better understanding of what and how we teach reading at Riverside Primary. We strongly believe that this effectively supports parents and family members to build upon work done in school, thus further enhancing opportunities for our children to progress, achieve and attain.