



Tibberton and Hindlip CE First Schools

Reading Policy



English Lead: Mrs Herbert
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Chair of Governors: Mr A. Clarke
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Rationale

We want our children to grow in wisdom; to cultivate a wide-ranging knowledge that will help broaden life chances; to develop the spiritual, intellectual and emotional resources they need to live a good life; and to develop the character to live well together in community, whilst preparing them for the opportunities, responsibilities and experiences of future life. We want our learners to live out 'life in all its fullness'.

This is impossible without the skill of reading.

Our ultimate aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension, whilst promoting enjoyment of reading and the understanding that reading is a life-long skill. At Hindlip CE First School we believe that success in reading has a direct effect upon progress in all areas of life and learning. We support children's development as they become enthusiastic and critical readers of stories, poetry, drama and non-fiction and media texts. We want children to develop a love for literature. We strive to build upon a wide vocabulary base and develop a capacity to convey meaning through a range of high-quality texts.

"Whatever you do, work at it with all your heart." (Colossians 3:23)

Aims

We aim to:

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers.
- Encourage the enjoyment of books and reading so that the children develop a lifelong love of books.
- Develop a critical appreciation of what they read.
- Develop study skills so that the children can find appropriate fiction and non-fiction books from the library.
- Develop research skills using library and class texts, in conjunction with Computing.
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing.
- Encourage care and ownership of books.

Our children will become confident and independent readers with high levels of enjoyment, understanding and comprehension. They will enjoy reading and the value reading as a life-long skill.

Principles for the Teaching and Learning of Reading

In order to deliver the above we will meet the objectives outlined in the National Curriculum 2014. This will ensure that all children are given opportunities to study and enjoy a range of good quality and interesting fiction and non-fiction texts from a variety of genres. They will have the opportunity to read books, big books,

ICT based texts on individual computers and whiteboards, large texts, information booklets, a range of non-fiction texts, environmental print, guided reading materials and reading schemes.

Strategies for the Teaching of Reading

At Hindlip, early reading is initially taught alongside our Systematic Synthetic Phonics Programme using Teach Hub. This scheme teaches and supports the systematic phonics development and uses a structured approach as soon as children start with us in Reception.

As part of this scheme the children will be taught to:

- discriminate between the separate sounds in words
- learn the letters and letter combinations most commonly used to spell sounds
- read words by sounding out and blending their separate parts
- study written representations of a sound and how it looks
- recognise sight vocabulary identified as 'tricky words'
- blend and segment to decode and encode

Reading is taught through phonics sessions, English lessons, shared reading, guided reading sessions, individual reading, whole class story time and opportunities to practise and consolidate skills through independent reading.

During these opportunities teachers and teaching assistants will use a wide range of strategies to enhance the teaching of reading. Some of these are outlined below:

- modelling and discussing the features of written texts through shared reading of texts
- giving direction to develop key strategies in reading
- demonstration e.g. how to use punctuation when reading
- explanation to clarify and discuss e.g. need for grammatical agreement when proof reading
- Inferring and predicting based on what is being or has already been done or said
- questioning - to probe pupil's understanding of a text
- investigation of ideas - to understand, expand on or generalise about themes and structures in fiction and non-fiction
- discussion and argument, to justify a preference
- provision of a wide range of fiction and non-fiction genres, for the children to choose from

Strategies to enhance the learning of independent reading skills

We believe that in order for children to foster an enjoyment of reading and to have an understanding of the texts they read, they must be at the center of their own learning. Some of the strategies used to enhance this independent learning are outlined below:

- we are aware that all children are individuals and have preferred learning styles. Therefore, we aim to provide children with a range of visual, kinesthetic and auditory experiences which will enhance and improve their reading skills
- children will receive a phonics reading book matched to the level of their phonics teaching. They will also receive an additional appropriate levelled reading book to deepen their understanding and enjoyment.
- using a variety of approaches to writing including 'Talk for Writing' to enable written and oral story telling
- children will be made aware of the learning focus of the reading session and will have a clear understanding of what the teacher or teaching assistant is looking for in their reading and analysis of the text
- children will be given oral feedback about their reading in order to help them develop specific aspects of it
- children will be given targets in reading to assist in their reading development
- reading books and tasks will be appropriately matched to individual abilities and needs in the classroom

Opportunities for reading and Skills development

Guided Reading

Guided Reading is a daily session. Once a week, children will read either 1:1 or in a small group with the Teacher or Teaching Assistant, and focus on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text which matches the reading level of the group. Texts are selected from the schools guided reading schemes or using real books. The teacher, or teaching assistant, shares the key objectives for the session with pupils, assesses progress within the session and records the outcomes on Guided Reading assessment formats.

Whole Class reading

Whole Class reading sessions (read and respond sessions) provide a context for teacher modelling, teaching and applying reading skills. We take guidance from texts suggested on Pie Corbett's Reading Spine, advice from outside advisors (for example Babcock Prime) as well as recent publications.

Sharing texts during whole class reading sessions creates excitement around stories and other text types and develops the children's comprehension skills. During these sessions children are explicitly taught the VIPERS skills that they need to be successful readers such as inference, prediction and summarising. This is done through a range of activities, including guided reading, answering different types of questions, writing tasks, discussion and drama.

We aim that, whole class texts are used and all children access an Age-Related Expectation (ARE) text. Activities that are based around the Content Domains (see below) are planned from the text and skills are taught, which then are applied at the child's own level in English sessions or during ability grouped guided reading sessions.

The KS1 Reading Content Domains

The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English at key stage 1 that are assessed in the English reading test (KS1 National Tests). The tests will, over time, sample from each area of the content domain.

Content domain reference

- 1a** draw on knowledge of vocabulary to understand texts
- 1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1c** identify and explain the sequence of events in texts
- 1d** make inferences from the text
- 1e** predict what might happen on the basis of what has been read so far

Source: 2016 key stage 1 English reading test framework: national curriculum tests from 2016 STA/15/7338/e

The KS2 Reading Content Domains

The content domains set out the relevant elements from the National Curriculum programme of study (2014) for English at key stage 2 that are assessed in the English reading test (KS2 SATs).

Content domain reference

- 2a** give / explain the meaning of words in context
- 2b** retrieve and record information / identify key details from fiction and non-fiction
- 2c** summarise main ideas from more than one paragraph

- 2d make inferences from the text / explain and justify inferences with evidence from the text
- 2e predict what might happen from details stated and implied
- 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g identify / explain how meaning is enhanced through choice of words and phrases
- 2h make comparisons within the text

Source: English reading test framework 2016 National curriculum tests Key stage 2 For test developers STA/15/7341/e

Texts

Through contact with interesting, challenging, high quality texts, we aim to develop both reading comprehension and reading for pleasure.

Levelled texts

The school ensures all texts are accurately matched to pupil ability, as all books within ARE are graded and level banded to ensure progression and challenge for all children. Early levelled reading texts are matched to the systematic teaching schedule of phonics (see phonics overview).

Story

We aim for all classes to have a regular story time so that children can hear how a good reader sounds and that reading out loud skills are modelled. It is a time for children to enjoy books, while providing language rich experiences and opportunities to develop vocabulary and comprehension skills verbally. Opportunities are also incorporated into English lessons. Classes share rich texts that are beyond the current reading ability of the majority of the class.

Library

Children have the opportunity to exchange fiction and non-fiction books weekly. Children have free choice as these are books that can be used independently or shared. Our library stock is regularly reviewed and updated to create an inviting and engaging Library area for our pupils. Year 4 have the opportunity to take responsibility to be Library Volunteers.

Home/School Reading

At our schools we believe the teaching of reading is greatly helped if there is strong communication and support between home and school. We firmly believe in working in partnership with families. A Reading and Phonic information meeting is held for Reception and Year 1 children. We encourage reading comments to be positive with constructive criticism as necessary. If there are concerns advice and support is available at the end of the day and during parents' evenings. We expect parents to spend a few moments each evening reading with their child. All children bring a book bag into school each day and the teacher provides every child with a reading book and a reading diary. At the end of KS1 and into Key Stage 2 the responsibility transfers to the child to choose and change their book with the support of the Staff if required. Parents are urged to share reading books with their children and hear their children read at home. Parents are encouraged to make a written comment in the reading diary to show how their child read or understood the text. Parents are able to join us for regular reading mornings to promote and celebrate reading across our schools.

The contribution of Reading to Teaching in other curriculum areas

The skills that children develop in reading are linked to, and applied in every subject of our curriculum. The development of The Creative Curriculum allows this to happen more easily. The children's skills in reading enable them to communicate and express themselves in all areas of their work in school.

Developing a love of reading

Once a year the whole school participates in activities based around World Book Day where the whole curriculum is focused around a book or genre for the week. The children have previously dressed up as book characters on World Book day and take part in competitions as well as a range of other activities that change year on year. Each class has a much-loved reading area that promotes a termly author as well as key texts that are changed to complement their learning and topics. We regularly use and encourage use of the library for enjoyment whilst encouraging children to take texts home to share. We plan to invite families in on a regular basis to have an opportunity to share texts. Fortnightly, a child from each year group is awarded a 'Star Reader' award in our worship through celebration session and on the school newsletter. We plan trips to the local Library and take opportunities to meet authors and poets where possible. Every fortnight parents are invited to 'Reading Morning' to read and share texts with their child and during this time, we take the opportunity to teach the phonics sounds and actions in Early Years and Year 1 and teach the VIPERS skills in Year 2, 3 and 4.

Special Educational Needs

Reading is taught to all children whatever their ability and individual needs. It forms part of the school curriculum to provide a broad and balanced education for all children. Reading provides learning opportunities that enable all children to make good progress and, as such, is a key foundation of the school curriculum. The school works hard to meet the needs of any children with Special Educational Needs, those with disabilities, the More Able and those learning English as an additional language. Children with special educational needs are encouraged to take a full part in reading sessions, both inside and outside the English and Reading sessions. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Pupils with additional needs are withdrawn for short periods to participate in individual and small group programmes based on their IEPs/Learning plans. Care is taken not to disadvantage pupils by this withdrawal.

Equal Opportunities

In line with the school's curriculum offer and the school's Special Needs and inclusion policies, and current legislation for equality, we believe that all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion and equality of opportunity.

Assessment Recording and Reporting

Progression overviews, long term, medium term and short-term planning shows knowledge, skills and understanding and ensures the continuity of and development of a range of text types. It also provides a framework against which teachers can not only plan but monitor and assess pupil progress.

Individual reading targets are set by the teacher to help children achieve their full potential in reading. These are indicated on their tracking sheet which is a working document in the class file along with their Guided Reading record sheets. Reading targets are discussed, assessed and reviewed with the child. Teacher assessments take place continually to assess pupil progress and plan next steps. This is done formally on a termly basis in data drops. Teachers enter data onto the school's tracking system. The progress of classes and individuals are discussed at termly 'Pupil Progress' meetings between the executive head teacher and class teacher.

The children are assessed and records are kept in line with the school's assessment policy. The data from these assessments are used to: - Action any special needs provision - Group the children - Identify the most able children to ensure provision on extension/enrichment work.

Through assessment and dialogue, the children are set individual reading targets to achieve. These targets are differentiated according to age and ability. Intervention groups run to ensure all groups of children make suitable progress.

Teachers set end of year targets for each child, these are recorded on the annual report to parents.

Children in Year Two take the KS1 National Assessment reading paper. Outcomes are reported to parents with the end of year report as per the DFE Assessing and Reporting Arrangements document.

During the summer term, children in Year 1 will take the Phonics Screening Test. Results are shared with parents. If the children do not pass the test, they will be required to re-take it the following year. Year 3 and

4 will take the NTS Rising stars standardised reading assessment at the end of the year to inform and validate Class Teacher judgments.

The data from assessments is used to:

- action any special needs provision
- group the children
- identify the most able children to ensure provision on extension and enrichment work
- Support transition between classes and with next schools

The Reading and English coordinator will monitor and evaluate the teaching and learning of reading on a regular basis across the school, to ensure continuity and progression.

Moderation of data is carried out in house during staff meeting times to validate judgments.

Moderation across the federation is completed annually.

Annual moderation is planned in the Local Pyramid of schools.

Governor moderation is a planned part of our ongoing monitoring cycle.

County moderation is on a 4-year cycle, Hindlip's KS1 judgments were last moderated and agreed in 2022.

EYFS was moderated in 2019.

Appendix 1: Key Stage expectations

FOUNDATION STAGE

- All children will bring a book bag into school each day.
- The teacher will provide every child with a reading book and a reading home/school diary.
- The children can have up to three books each week.
- All children will be given reading targets, which are assessed and changed regularly by the teacher.
- Daily Letters and Sounds phonic activities.
- At the start of the year, blue books are sent home with sounds to practice at home.
- Keywords are given, for the children to share and practice at home in a plastic wallet.
- Individual reading - The teacher/ TA will hear each child read 1.1 on a weekly basis.
- The teacher/TA assesses and records appropriate strategies/prompts to ensure next steps in learning.
- Shared reading - using key texts, big books, visual clips and inter-active white board programmes.
- The teacher assesses appropriate strategies/prompts to ensure next steps in learning.
- Parents are requested to always encourage the children to read frequently and to write positive comments in the reading diary.
- Library - Fiction and non-fiction books are available for the children to select each child has access to the library and may borrow texts to take home.

KEY STAGE 1

- All children will bring a book bag into school each day.
- The teacher will provide every child with a reading book and a reading home/school diary.
- All children are provided with reading VIPER questions in the home/ school diary which are assessed by the teacher and parents. In addition, all children are provided with Reading targets at the beginning of the year.
- Systematic Synthetic Phonics work is completed daily in whole class lessons - children may be streamed in phases for additional intervention. Sounds and keywords will be provided for every child, for the children to share at home until they become independent readers of sight words.
- Shared reading - key texts, big books, multi-media texts, enlarged texts, inter-active white boards are used by the teacher to support reading development.
- Reading aloud - children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children also hear stories read aloud by the teacher.
- Parents are requested to always encourage their children to read frequently and parents are encouraged to write positive and constructive comments in the reading diary.
- All children are encouraged to complete the questions with parents and teachers in the front of books prior and after reading to support and deepen their understanding of the text.
- The children also have the opportunity to tackle more formal comprehension activities in Whole Class Reading lessons and throughout English lessons. These support Teacher assessment and prepare the children for their National Tests.
- Library - Fiction and non-fiction books are available for the children to select each child has access to the library and may borrow texts to take home.

KEY STAGE 2

- The teacher will provide a shared reading book and a reading home/school diary.
- The children take home their "shared" reading book and parents are encouraged to listen to their children read and discuss the text, recording together the book read and commenting in their reading diary if appropriate. Children are encouraged to use the VIPERS questions in the front of their reading diaries as a stem for discussions.
- Specific reading skills including the VIPERS questions are taught within the shared reading times and in English/Whole Class Reading sessions.

- Reading aloud - children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children also regularly hear 'reading aloud' modelled by an adult.
- Class Reading Books - children are given the opportunity to change their class reading books as necessary as there are regular opportunities for silent reading.
- Library - Fiction and non-fiction books are available for the children to select each child has access to the library and may borrow texts to take home.