



# READING

RESPONSIBILITY FOR REVIEW: ASSISTANT PRINCIPAL /  
ENGLISH LEAD

DATE OF APPROVAL: January 2023

## OUR VALUES

The Academy believes that reading is key to successful learning and future success. In order to demonstrate outstanding progress and achievement in learning, the academy aim to ensure that all pupils are reading at age related expectation or greater depth by the end of Key Stages 1 and 2.

## THE AIMS OF THIS POLICY

- To equip children with the knowledge and skills to decode words through the effective teaching of phonics;
- To encourage children to read widely and often, for pleasure and information;
- To ensure children can read easily, fluently and with good understanding;
- To establish a quality, home-school relationship where all adults are partners in children's learning;
- To create life-long readers.

## THE SCOPE OF THIS POLICY

This policy is aimed at all pupils in the academy and will enable them to make clear progress all the way through school. It also includes all staff within the academy, who have a collective responsibility to direct and enable children to make reading choices that broaden their experience of different texts.

## PROCEDURES

Staff in all areas of school should understand that they play a part in encouraging children to read. In addition, it involves parents, who will be encouraged to commit to ensuring their children read to them at home in order to support their progress in school.

### Progression

Teaching Reading at Dixons Marchbank Primary - An Overview					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>RWI phonics</b>					
<b>VIPERS Comprehension will be taught daily by class teachers using challenging texts, visuals and V.A.K support materials</b>					
<p>* Pupils will use good <u>quality</u>, whole texts and they will complete structured tasks in their Skills Books around a 10 day cycle.</p> <p>Each half term the pupils are exposed to quality depth of teaching on</p> <ul style="list-style-type: none"> <li>▶ Weeks 1 and 2 – Poetry</li> <li>▶ Weeks 3 and 4 – Non-fiction</li> <li>▶ Weeks 5 and 6 – Fiction</li> <li>▶ Weeks 7 and 8 – Poetry</li> </ul> <p><b>Week 1, 3, 5, 7</b></p> <p>Day 1 – vocabulary oral discussion</p> <p>Day 2 – vocabulary Sheet</p> <p>Day 3 – VIPER questions V questions only in books</p> <p>Day 4 – VIPER questions R questions only in books</p> <p>Day 5 – VIPER questions I questions only in books</p> <p><b>Week 2, 4, 6, 8</b></p> <p>Day 1 – VIPER questions I questions only in books</p> <p>Day 2 – VIPER questions P questions only in books</p> <p>Day 3 – VIPER questions E questions only in books</p> <p>Day 4 – VIPER questions S questions only in books</p> <p>Day 5 – mixture of VIPER questions in books</p> <p><b>Year 1 focus on Vocabulary (see over)</b></p> <p>*Pupils who are less able at decoding will be supported by the LSA, who will read the text aloud or by listening to the text on an iPad. *Daily whole class listen to the class teacher read from 2.55pm-3:10pm</p>					
<p>VIPERS questions will underpin the teaching of reading in all 3 groups</p> <p>*Each half term the pupils are exposed to quality depth of teaching on</p> <ul style="list-style-type: none"> <li>▶ Poetry</li> <li>▶ Non-fiction</li> <li>▶ Fiction</li> </ul> <p>* Pupils will use good <u>quality</u>, texts and they will complete structured tasks in their Reading journals.</p> <p>*In English lessons comprehension tasks x2 weekly based on novel</p> <p>*Daily whole class listen to the class teacher read from 2.55pm-3:10pm</p>					
<p><b>Afternoon Pre-teach focused close reading, discussion and targeted VIPERS intervention for SEN and children with gaps so they are ready and prepared for the next lesson in class - groups of no more than 4. Children to have the option to take texts home at weekends/evenings ready for the next lessons. Parents to be advised of next text to pre-teach/read at home prior to lessons. Any difficult words from texts to be studied in depth.</b></p>					
<p><b>Reading Reminders:</b></p> <p>Books for home to be changed regularly Reading royalty raffle tickets to be given out weekly. Expectation for 3x reading at home minimum. High expectations - planners to be checked regularly for non-compliance and parents as partners.</p>					

### Year 1:

#### Week 1

**Monday** – Vocabulary discussion of poem, text, story with Predictions.

**Tuesday** – Vocabulary sheet (3 words, ch vote for 1)

**Wednesday** – Vocabulary questions x 3

**Friday** – Retrieval questions x 3

#### Week 2

**Monday** – Vocabulary sheet (3 words, ch vote for 1)

**Tuesday** – Inference questions x 3

**Wednesday** – Vocabulary questions x 3

**Friday** – Mixed questions or sequencing

### **Additional activities in school to broaden reading choices:**

A range of activities and initiatives will take place regularly in school. These will include:

- Reading Royalty competition to encourage reading at home
- Reading Plus
- No Nonsense Spelling
- SHINE intervention programme
- Celebrating World Book Day
- Reading Buddy Scheme – KS2 children reading with KS1 children
- Nursery children and parents visit and register at the local library
- Spelling Bee competitions
- First News Non-Fiction extracts, questions and competitions
- Book Reviews to be completed as home-learning projects half-termly with prizes
- Literacy Shed+ extracts linked to English texts and topics for cultural capital

### **Recording and systems within school:**

- Children will be taught to read by a teacher as part of a class every day. Some children who have a provision map will read to an adult as often as the SENDCO decides is appropriate. Students and volunteers will be trained up to listen to pupils read wherever possible. All opportunities are taken by the adults to encourage reading throughout the curriculum.
- All year groups will follow the structure below (See Appendix 2 for question stems)
- **Week 1, 3, 5, 7**
- Day 1 – Vocabulary lesson (KS1 pictorial and visual, KS2 word studies evidenced in books)
- Day 2 – VIPER questions V questions only in books
- Day 3 – VIPER questions R questions only in books
- Day 4 – VIPER questions I questions only in books
- Day 5 – mixture of VIPERS questions in books
- **Week 2, 4, 6, 8**
- Day 1 – VIPER questions I questions only in books
- Day 2 – VIPER questions P questions only in books
- Day 3 – VIPER questions E questions only in books
- Day 4 – VIPER questions S questions only in books
- Day 5 – mixture of VIPERS questions in books

### **Home-Academy Reading**

#### **‘Never be denied a reading book’**

- Children must be allowed and encouraged to change their books frequently. Children should be given support in choosing a book to ensure it is accessible and appropriately challenging.
- Children must be allowed to take a reading book home every day.
- Home-School Reading Records need to be filled in whenever a child changes a book or is listened to whilst reading. Children in Foundation Stage and Key Stage One will be helped by an adult.

- If a child loses their Home-Academy reading record it must be replaced.
- If a book is sent home and does not return at end of half term, a 'lost book' letter needs to be sent home and the book needs to be replaced. This might result in a financial contribution if appropriate.

## APPENDICES:

### Appendix 1: ROLES OF STAKEHOLDERS

#### The Leadership team will:

- Set high expectations and monitor and evaluate teaching and progress (offering CPD as required);
- Encourage an academy-wide approach, keeping parents, governors and all support staff well informed;
- Lead by example, showing a thorough understanding of how children learn to read;
- Support teachers in developing cross-curricular links through the planned opportunities for the pupils to make connections between subjects by applying their skills, knowledge and understanding in one subject to their work in another;
- Ensure that quality, age-appropriate reading books are always available to children within each classroom;
- Invite all relevant members of staff to any training events linked to reading.

#### Teachers will:

- Ensure ongoing emphasis on accelerating the progress of reading in order to close the gaps;
- Use the National Curriculum to support planning and ongoing assessment;
- Value the achievements and progress of all pupils;
- Share clearly the targets for improving reading;
- Use teaching methods and styles to take account of the needs of all pupils;
- Use Reading Reconsidered techniques for speed of reading, fluency and stamina
- Teach new, challenging vocabulary with definitions to expand children's bank of words (appendix 3) record these in books and discuss orally
- Use a range of activities when teaching readers (kinaesthetic and visual) to appeal to all readers;
- Ensure that all pupils have a weekly opportunity to use the school library situated in our Learning Hub and are encouraged to use the public library;
- Use positive, constructive comments in home/school reading records;
- Pass the class tracker to the new teacher at the end of the year. This will help the new teacher set up their new class list and inform their provision to both support and challenge to improve for children
- Give SEN and low attaining children opportunities for pre-learning of difficult vocabulary prior to lessons
- Read a story out loud to their class with intonation, expression and volume each day for 15 minutes

#### Parents will:

- Be encouraged to develop positive attitudes to reading and listen to their child read at home;
- Be helped to support their child read with workshops and access to English classes;
- Be well informed of their children's progress through annual reports, and parent's evenings. Informal discussion is encouraged as required.
- Sign school planners once they have listened to their child read

#### Pupils will be encouraged to:

- Read every day.
- Know at least one target or next step to improve their reading;
- Be able to discuss books they read and justify their opinions;
- Have a home – school reading diary which is referred to by the children and adults.

## APPENDIX 2: VIPERS question stems for KS2

### KS2 Reading Vipers

#### Vocabulary

Find and explain the meaning of words in context

##### Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that.....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



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### KS2 Reading Vipers

#### Infer

Make and justify inferences using evidence from the text.

##### Example questions

- Find and copy a group of words which show that....
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?



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### KS2 Reading Vipers

#### Predict

Predict what might happen from the details given and implied.

##### Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



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### KS2 Reading Vipers

#### Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

##### Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



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### KS2 Reading Vipers

#### Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

##### Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?



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### KS2 Reading Vipers

#### Summarise

Summarise the main ideas from more than one paragraph

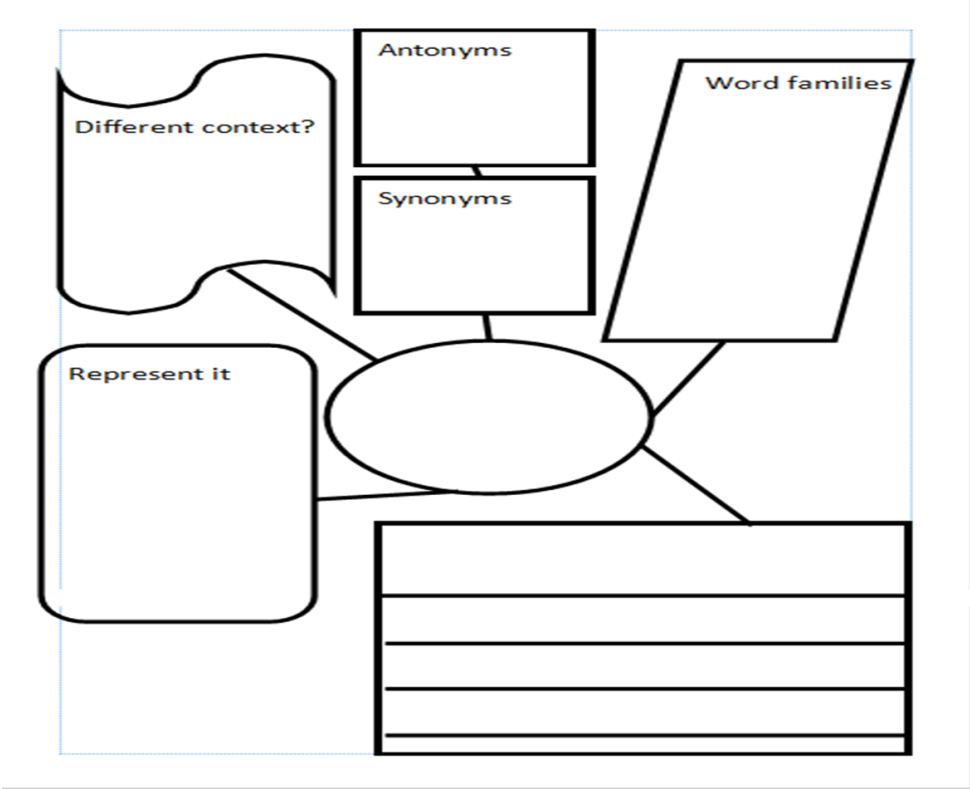
##### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



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APPENDIX 3: Vocabulary



LI: Vocabulary Study	Text Name	Type:	NF/F/P
Word: _____			
Meaning: _____			
Synonym: _____			
Antonym: _____			
Word Family: _____			
Word Class: _____			
Different Context:			
_____			
Sentence of your own:			
_____			