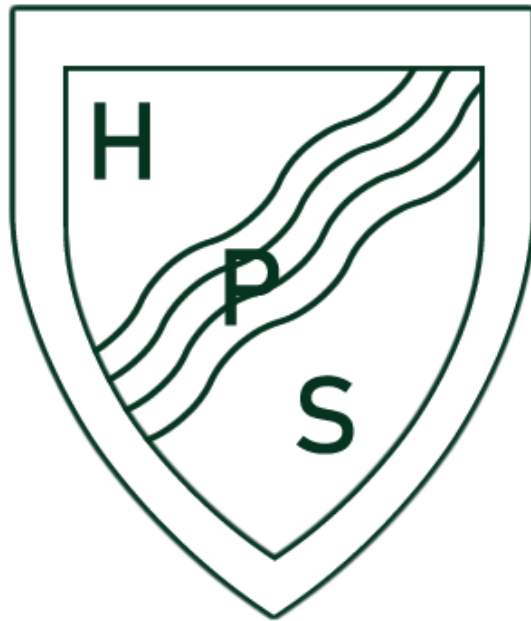


Halling Primary School



Reading Policy

*This policy progresses on from our **Phonics and Early Reading Policy** and focuses on the needs of our readers in Year 2 onwards.*

Policy Reviewed By: Lucy Nicholls	
Policy Date: September 2023	
Next Review: September 2024	
Approved By: Lisa Taylor (HT)	Date: November 2021

Intent:

At Halling Primary, we value reading as a crucial life skill. By the time children leave us, they read fluently and confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely for pleasure – a real ‘love of reading’ for all.

Implementation:

‘Reading for pleasure is the single most important indicator of a child’s success.’

(OECD 2002)

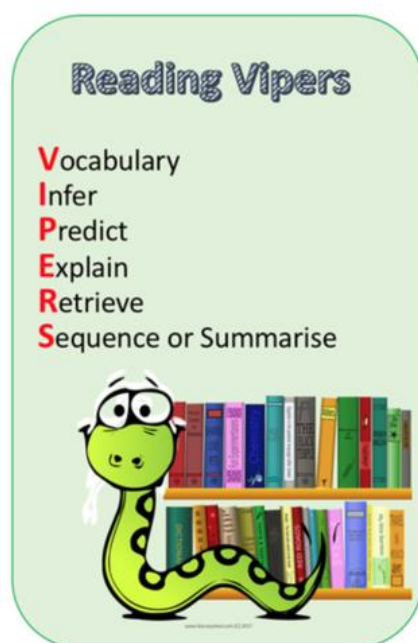
‘The will influences the skill and vice versa.’

(OECD 2010)

At Halling Primary, we value and prioritise reading for pleasure, whilst working hard to grow our ‘Reading for Pleasure’ pedagogy. Fostering a love of reading is a key driver for the staff at Halling.

- We read to children every day and time to share a class story is specifically timetabled. We believe that all children, of all ages, have the right to be read aloud to. Quality texts are chosen. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Halling and our local community as well as books that open windows into other worlds and cultures.
- A RfP session of 15 minutes is timetabled daily. Staff also read for pleasure during these sessions as we recognise how important staff attitudes are in promoting enthusiasm for reading. Book talk is an important part of these sessions. Children’s recommendations and responses to books are discussed and shared.
- Every classroom or shared area has an inviting book corner that encourages a ‘Love of Reading’. We curate these books and talk about them to entice children to read a wide range of books.
- Children have a home reading record. The parent or carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events, such as, #HallingSummerReadingBingo, author visits, workshops and National events, such as World Book Day and National Poetry Day.

Teaching Reading: VIPERS



- From Year 2 onwards, we have daily Guided Reading sessions.
- During these sessions, children read age-related texts, and are taught how to answer key question domains.
- We use V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) to explicitly teach each key skill.
- These are taught as whole class sessions and are used as a powerful tool to allow all children to make progress in reading.
- Whole class sessions ensure that all children encounter engaging and suitably challenging texts.

VIPERS: KS1

KS1 Content Domain Reference	VIPER
1a Draw on knowledge of vocabulary to understand texts	Vocabulary
1b Identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c Identify and explain the sequences of events in texts	Sequence
1d Make inferences from the text	Infer
1e Predict what might happen on the basis of what has been read so far	Predict

VIPERS: KS2

KS2 Content Domain Reference	VIPER
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

- Children experience reading during Guided Reading sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to reread the same extract themselves or they may read individually, work in groups, take turns in pairs or read aloud to their peers. You may see a number of these different strategies during one session.
- A new text is chosen as the focus each week.
- Texts are chosen by staff so that they are both challenging and engaging and are drawn from a variety of genre types: poetry, fiction, quality non-fiction, song lyrics, video, newspaper reports etc.
- Texts may be chosen to link with English learning, curriculum learning, be taken from the reading spine, linked to current events or chosen because of the high-quality nature of the text.
- Extracts or full texts may be used.
- A VIPERS focus is chosen to plan each lesson around. Teachers will explicitly model how to answer questions and children will be given time to independently answer questions.
- Children's responses to questions are recorded in reading exercise books which allows teachers to assess the children's ongoing progress.
- Answers to questions are discussed as a class together to develop the children's understanding. When appropriate, children have the opportunity to mark their own work.

Reading Spine

At Halling, we use the '5 Plagues of the Developing Reader' reading spine to select texts from. These texts form the basis of our English lessons and are whole class 'reads'. Texts, or extracts from texts, from the spine may also be chosen as the focus of Guided Reading sessions. The spine is built around the premise that there are five key types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex beyond a lexical level and demand more from the reader than other types of books.

The 5 plagues are:

- Archaic texts
- Non-linear time sequences
- Complexity of narrator
- Complexity of plot/symbol
- Resistant texts

Our aim is that in each year, a child will cover all 5 plagues of reading so that, by the time they reach Year 6 and beyond, they have a good understanding of them all and are able to access a range of increasingly complex and challenging books.

Home Reading

- All children are encouraged to read daily.
- Children will bring home a book chosen from their year group libraries to read for pleasure.
- Children may also bring home a banded scheme book to read and share.
- All children have a contact book. The parent or carer records comments to share with the adults in school.
- As the children progress through the school, they are encouraged to start writing their own comments and keep a list of the books/authors that they have read. Their contact books will be signed weekly by a parent or carer. Parents and carers are still invited to write their own comments if they wish.
- Contact books will be checked regularly within the year group context.

Scheme Books

- Once children are ready to move away from our early reading scheme, Little Wandle, teacher judgement will be used to assess which colour band children are to read and select books from.
- This will be based on the teacher's judgement from hearing the child reading alongside assessment data.
- Children who are following the banded reading scheme, will also have a self-selected book chosen from their year group library. This book will be chosen to read for pleasure.

Year	Age	Book Band
2	6-7	Turquoise (7)
		Purple (8)
		Gold (9)
		White (10)
		Lime (11)
		Lime + (12)
3	7-8	Brown (8-11)
		Grey (12-14)
4	8-9	Dark Blue (15-16)
5	9-10	
6	10-11	Dark Blue (15-16)

Impact:

Assessment

Assessment is used constantly to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for Learning (AfL)**
 - Used daily within class to identify children needing targeted 'Keep-Up' (Little Wandle) support.
 - Used to identify children who need regular 1:1 reading support - those most at risk of falling behind, are heard reading daily.

- **Summative Assessment**

- Children sit NTS assessments during the relevant assessment windows for their year group.
- Data from these assessments is used, alongside regular AfL, to identify children who may need additional support and intervention.
- Groups of children identified as needing support will include those most vulnerable to falling behind and will also include children who may need targeted support to move from being an expected reader to one who can read at greater depth.
- Children at risk of falling behind may sit termly Little Wandle assessments. When a need is identified, pupils will access our Rapid Catch-Up programme.

- **Attitudinal Data**

- Attitudinal data is collected to identify children who may need targeted support to aid them in developing a love of reading and interventions are planned accordingly.

- **Statutory Assessment**

- Children in **Year 1** sit the national Phonics Screening Check. Any child not passing the check re-sits it in Year 2.
- Children in **Year 2** sit the KS1 (optional) national curriculum tests.
- Children in **Year 6** sit the KS2 national curriculum tests.

Overall Impact:

At Halling Primary School, we have a community of enthusiastic readers who read confidently and fluently. They are able to discuss books enthusiastically and with curiosity. Our reading attainment at the end of EYFS, KS1 and KS2 is above that of Medway and the national average.