



Brentry Primary School

Reading Policy

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

Dr. Seuss

Aims

We aim for pupils to be able to:

- Understand the features of a book and how it works.
- Read independently, fluently and expressively, with understanding and enjoyment.
- Use a range of strategies, which will help them to read with meaning, fluency, accuracy and expression.
- Develop positive attitudes towards reading so that it is a pleasurable and meaningful activity.
- Reflect on their reading and offer a personal response to a wide range of texts.

Approaches

The 2014 Curriculum divides reading skills into two dimensions:

- ❖ Word reading/decoding
- ❖ Comprehension

We recognise that both of these elements are essential to success and we support the acquisition of these skills through various methods.

Decoding

In the Foundation Stage and Key Stage 1, children are taught daily phonics through the 'Letters and Sounds' programme, supported by Jolly Phonics and Read, Write, Inc. resources. In KS1, additional intervention phonics work is delivered by our intervention teacher to identified and targeted children. In KS2, where necessary, additional support is given through the Fresh Start intervention programme.

Comprehension

Whole-class reading comprehension lessons are taught weekly across the school, using the Literacy Shed's 'Reading Vipers' programme. The Reading Vipers approach helps to develop key comprehension skills and enables the children to become more successful readers. Each of the letters stand for one of the key areas of learning:

V - vocabulary

I - infer

P - predict

E - explain

R - retrieve

S - sequence (KS1) summarise (KS2)

The VIPERS strands link to the 2014 Curriculum Content Domain in the following way:

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

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
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At Brentry Primary, pupils have access to a wide range of reading opportunities that include:

School Library

Our school library is available for all children to use. Each class has a regular, timetabled library slot, during which they can select books to take home, listen to audio books and read quietly with their friends. Children from Year 5 are trained as school librarians, using the online 'Reading Cloud' library system. The children are taught how to care for books in the library and respect their organisation. The library houses a collection of 'big books', both fiction and non-fiction, for group and class teaching.

Independent Reading

All teachers provide a stimulating reading environment, promote book ownership, and recommend books to pupils. All classrooms have a reading area with a range of high-quality fiction and non-fiction texts, alongside other reading materials such as poetry, comics and information leaflets. At Foundation Stage and KS1, children are encouraged to choose independently from the class selection which contains a wide range of fiction, poetry and non-fiction texts. In KS2, children are encouraged to choose a book from the reading area, but choices may be guided to ensure that a wide range of genres is read.

Quiet Reading

Regular and increasingly sustained focus on a text is encouraged through daily quiet reading. This is introduced in the foundation stage and becomes established in Year 1. The teacher may lead a guided reading group during this time.

Reading at Home

Parents are asked to make a commitment to read regularly with their child. Regular reading constitutes part of the homework curriculum for the children. Parents are encouraged to communicate with the teachers through their child's Reading Record. Teachers check children's Reading Records regularly, and all classes have a reading reward system in place, which sees children moving on each time they have read with an adult 5 or 6 times at home.

Class Books

Children hear books read aloud by a teacher at least three times a week. The teacher uses this as an opportunity to model fluency, expression and tone.

Reading Volunteers

Each class has at least two reading volunteers who read weekly with our most disadvantaged pupils. They communicate with both the parents and the teachers on the child's progress through the Reading Records.

L. Ochiltree Feb 2019