

Clipston Endowed VC Primary School

Reading Policy

"Be Kind ~ Be Your Best ~ Be Happy"



Reading Policy

Approved by the Governing Body – Autumn 2023

To be reviewed: Autumn 2024

Signed

Mrs Chloe Wright - Chair of Governors

Our Mission

Be Kind ~ Be Your Best ~ Be Happy

Ethos

Recognising its historic foundation, Clipston Primary School seeks to serve its community by providing a rounded, connected and coherent education of the highest quality.

We endeavour to preserve and develop our distinct religious character in accordance with the principles of the Church of England.

The school lives out its Christian virtues – Thankfulness, Kindness, Justice, Love, Forgiveness, Responsibility and Courage – and all those essential human values, which are common to good, kind and tolerant people of all faiths and none, through the experiences it offers to all its pupils.

Aims

The school's aim, through its Christian ethos, is the creation of a safe, happy learning environment, which supports all children on their journey towards becoming:

- Successful engaged learners, who enjoy learning, who are knowledgeable and skilled, and who make progress and achieve their best;
- Confident, articulate individuals who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future;
- Responsible, happy citizens of the world who have the capacity to make positive contributions to society.

“Do to others as you would have them do unto you” Luke 6:31

To achieve these aims, staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

Our intention at Clipston is that:

Reading is given high priority;

Staff foster a love of reading in our pupils;

A Systematic, Synthetic Phonics programme is delivered;

Children have access to “scheme books” that match the phonics they are learning;

Support is in place for children who fall behind in reading and phonics;

Teachers are well trained experts in Early Reading.

Reading is an essential skill, which enables pupils to fully access the curriculum. We seek to enable every child to develop as a happy, curious learner who reads confidently, fluently and independently. We help our pupils develop a lifelong enjoyment of reading, giving children the skills they need to access all areas of the curriculum and build firm foundations for future learning.

How do we ensure that reading is a priority at Clipston School?

All staff understand that reading is an essential skill to enable pupils to fully access the curriculum, giving them firm foundations for future learning.

All class-based staff are aware of this policy and of the school's Big Picture for Reading document and their role within that.

At Clipston, all staff are involved in fostering a love of reading

Pupils read widely and often, developing age appropriate fluency, increasing their stamina, developing comprehension and promoting enjoyment.

In the Early Years Foundation Stage (EYFS) especially, staff read to children daily. They excite and engage them, introduce new ideas, concepts and vocabulary.

In Key Stage One and Key Stage Two, children are exposed to appropriate, high quality texts during Whole Class Reading sessions, in addition to Reading for Pleasure (with class novels). An outline of this lesson structure is in Appendix 5.

Staff are supported to foster a love of reading through the provision of high quality texts selected from “approved lists” such as those promoted by the Centre for Literacy in Primary Education (CLPE), the National Literacy Trust (NLT), Books for Keeps and Books for Topics. There is a healthy budget for books.

Teachers are encouraged to keep up to date with new book releases e.g. through EduTwitter, to enable them to become experts in children’s literature, knowing and being familiar with a range of texts; thus “story time” is engaging and fosters an excitement about books with children.

Every year, the staff teaching Year 1 to Year 6 select six books per year group to promote and make available in school (two copies of each book) for children to read for pleasure (Appendix 4).

In the EYFS, twelve books are chosen each year and children are encouraged to get to know these stories inside out. Children learn to talk about the stories and to re-tell them, for example using scaffolds such as Talk for Writing strategies.

The school promote Reading for Pleasure by using spaces in school to highlight “quality texts”.

The Library is used to promote topical quality texts e.g. books linked to the History being studied or a book to read at a set time of year (e.g. Pumpkin Soup in the run up to Hallowe’en).

The Book Nook - Volunteers come into school to take groups of children into the Book Nook for Story Time. Staff may also use this space to discuss books, the importance of reading and to read stories to small groups of children. Children use this space every day as a place to explore and enjoy high quality books, and to read for pleasure. Children of all ages are encouraged to talk about their favourite books and their favourite authors.

Library Books.

The EYFS and Key Stage One Library is run by a volunteer. Children are able to change their books every week and to share them with an adult at home.

In Key Stage Two, each class has its own Library and children are encouraged to borrow books to take home and read for pleasure.

Phonics

At Clipston School we use a Systematic, Synthetic Phonics Programme to support pupils’ progress in Early Reading.

We use “Read, Write Inc. Phonics” (RWI) as our rigorous, sequential Systematic, Synthetic Phonics Programme.

Phonics teaching begins for the vast majority of EYFS children soon after they start school in September. Phonics is taught mainly through discrete Phonics Lessons, five times a week.

The programme of study we use is outlined in Appendix 3.

In addition to these discrete lessons, in the EYFS, children are given many opportunities throughout each day to practise and use their phonic skills and knowledge. This continues throughout Year 1.

Reading “Scheme” Books

Every child in EYFS and Year 1 has the opportunity to take home “scheme books” every week.

Whilst children are progressing through the RWI phonics programme, the books they take home match the phonics being taught and are from the RWI phonics scheme.

In Year 2, once they have successfully embedded all the phonics phases, children are able to access a much wider range of “scheme books” from other publishers.

Every child is issued with a Reading Folder, which tracks the “scheme books” they have read.

The school has invested heavily in Read, Write Inc. Phonics “scheme books” to support the development of Early Reading.

In addition, the school has a very wide variety of “scheme books” from other publishers and these broaden children’s reading experiences.

Once children have developed sufficient fluency and stamina, they progress onto “Free Readers”. Key Stage 2 classes have access to a wide range of books to whet the appetites of children embarking on independent reading of “non-scheme” books.

The role of staff

All our Early Years staff are trained to become experts in Early Reading. Teaching staff undertake RWI Phonics Training. This is disseminated to support staff.

The EYFS Teacher may also access the training delivered by the DfE financed Phonics Hub at Roade. In the autumn term, the EYFS teacher meets Pre-School staff and prospective parents at the Pre-School Annual General Meeting. This meeting is used to promote the school’s approach to Early Reading, again highlighting its importance.

All staff promote Reading as an essential skill with a high priority.

At the autumn term Parent Consultations, our selected Reading List for the year is given to parents, together with details of our annual Reading Information Evening for Parents.

At this event, staff deliver information on how we teach Phonics and Reading at Clipston.

How do we know that we are having an Impact on children’s Reading Development?

Phonics and Reading Assessment

Teacher Assessment takes place regularly and as part of the “every day” processes at school.

In addition, children’s progress through the RWI Phonics Phases is monitored frequently. Appendix 2 shows our Phonics Progression - what we expect children to know by the end of each term in the EYFS and Year 1.

Tests in Reading are taken twice a year, usually in the autumn term for all pupils in Year 1 to Year 6 and again in the summer term for pupils in Year 1, 3, 4 and 5 (with the formal “SATS” papers for Year 2 and Year 6). This enables the school to ascertain every child’s attainment in a test situation and to monitor progress for each child.

Teachers also use Read Theory (an on-line resource) to support children’s development of comprehensions skills. Children are assessed when they embark on Read Theory and then

complete graded comprehension tasks, which become progressively more challenging as the child's skills develop.
Additional Support
<p>Sometimes, and for a variety of reasons, some children fall behind the rest of their peers. At Clipston, we provide additional support to enable children to catch up.</p> <p>Every class has a minimum of three afternoons of Teaching Assistant (TA) support each week. Children undertake extra Reading Practice and/or additional support with phonics if they are falling behind their peers. Older children may access Read Theory to support their comprehension and inference skills. Every "spare" moment is utilised by staff, in our mission to ensure that every child has the essential skills needed, to fully access the curriculum.</p>
The role of parents
<p>Even before their child starts school, the expectations and intentions of the school to prioritise reading, are made clear. The New Parent Welcome Meeting focuses on Reading. Parents are provided with information on strategies to support Early Reading, including "How to listen to your child read" and "How to pronounce the phonemic sounds" (Appendix 2).</p> <p>Every new EYFS pupil is given a pack of RWI phonics flash cards as part of the school's Transition and Familiarisation to School Programme.</p> <p>Other Familiarisation Activities to support transition to school include the promotion of a "high quality picture book". Parents are encouraged to share this book with their child during the summer prior to entry into the EYFS. Much of the class-based learning opportunities are centred around this text during the first few weeks of the autumn term. In this way, parents are encouraged to view Reading as an essential priority, and also to be involved in their child's learning.</p> <p>Feedback using Tapestry in the EYFS gives parents a constant "drip feed" of the importance of Reading and parents are encouraged to engage with this facility.</p> <p>The school runs events to promote Reading for Pleasure at home e.g. by providing each child with a Bedtime Book Box to borrow in the run up to World Book Day.</p> <p>Parents are encouraged to enable their children to access the library both at school and locally in Market Harborough.</p> <p>Parents are informed by email if their child has not brought their Reading Book into school; again this promotes the importance of reading.</p>
Role of volunteers
<p>The school is very fortunate to be able to draw upon the services of several regular volunteers who give of their time every week to support reading development. Each week, volunteers (including several retired teachers) spend time supporting reading fluency and stamina with Key Stage 1 pupils on an individual basis.</p> <p>Volunteers understand the importance of reading as an essential skill. They willingly give of their time to undertake "training and briefing" sessions in school. This ensures that all the school-based adults are consistent in their approach to developing prosody (intonation, tone, stress and rhythm), reading fluency and stamina in the pupils they "hear read".</p>

Appendix 1 – Parent Information

Reading at Clipston

Please find enclosed your child's Reading Books.

Usually, your child will have two reading books a week to read at home.

The books will be changed once a week. It is very important that the books come to school every day, as there may be an opportunity to read them to an adult at school. Please therefore keep them in your child's book bag.

At Clipston, we see Reading as a fundamental skill. Reading is given very high priority.

During the school day, all children undertake a variety of Reading Activities, every day.

These are in addition to (not instead of) the reading you do with your child at home.

It is really important for your child to practise the skills we teach them in school, at home. Ideally, this will be every day for 5 to 10 minutes.

Children who read every day achieve well – and not only in reading. If you aim to read little and often, this will significantly support your child's ability to access the whole curriculum. While your child is learning to read, we recommend the following strategies, which may be helpful:

- **First, a fluent, skilled reader (usually an adult) should read the text to the child, with the child sitting next to you so that they can see the words and hear your voice. (Initially, this might be a single page at a time, progressing to several pages as your child's skills develop.)**
- **By hearing an adult read the text first, your child will develop prosody (intonation, tone, stress and rhythm). They will hear how the text should sound when they can read it confidently and fluently.**
- **Next, the adult and the child should read the same pages together. Keep going, even if your child stumbles over a word.**
- **Finally, your child should read the same text on their own. If a word is too difficult, read it to them. As they become more confident, help them to sound out the words.**

Over the course of a week, with two books, your child will have plenty of reading material. Don't forget to practise the Speed Sounds and "Red words" in the Read, Write Inc Phonics Books, as well as reading the main text.

Further information on how we say the speed sounds in school, can be found here:

Set 1: <https://www.youtube.com/watch?v=hCBzNnSSxds>

Set 2: <https://www.youtube.com/watch?v=p7hRbrpg5Bo>







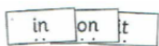
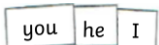

In addition to the Reading Scheme Books, your child will have the opportunity to bring home a school Library Book. Library Books can be changed on a Wednesday afternoon. We encourage you to read the library book to your child every day, for example, at bedtime.

Please see your child's teacher if you have any questions. Thank you for your support.

Appendix 2 – Phonics Progression from EYFS to Year 1


EYFS Autumn 1	EYFS Summer 1	Year 1 Autumn 1
Set 1	Set 2	Set 3
m	ay (play)	ea (tea)
a	ee (see)	oi (spoil / coin)
s / ss /	igh (high)	a-e (cake)
d	ow (snow)	i-e (smile)
t	oo (zoo)	o-e (home)
i	oo 👁👁 (look / book)	u-e (brute)
n	EYFS Summer 2	e-e (these)
p	ar (car)	ie (lie)
EYFS Autumn 2	or (for)	Year 1 Autumn 2
g	air (hair)	aw (yawn)
o	ir (girl)	are (share)
c	ou (shout)	ur (nurse)
k / ck	oy (toy)	er (letter)
u	ph (phone)	ou (soup)
b	wh (when)	ow (cow)
f / ff		ai (snail)
e		Year 1 Spring 1
EYFS Spring 1		oa (goat)
l / ll		ew (chew)
h		ire (fire)
sh		ear (hear)
r		ue (blue)
j		c (soft c / slice)
v		ure (sure)
y		au (launch)
w		oe (toe)
EYFS Spring 2		ea (steak)
th		
z / zz		
ch		
qu		
x		
ng (song)		
nk - taught as two separate letters e.g. as in p-i-n-k or as a blend (not as a digraph).		

Appendix 3 – Phonics Programme of Study - Outline

Review Previous Learning 	Show the sound from the previous lesson – Recap correct <u>pure</u> pronunciation (without adding schwa (/ə/)) Is it bouncy/stretchy? Show picture card, children repeat
Introduce New Sound 	Reveal new sound Use 'my turn, your turn' to practice and model correct pronunciation. Children repeat. Use picture cards (c-c-cat/c-c-cot) <i>Example: c-c-c (bouncy sound).</i> Show picture cards, children repeat
Segmenting and Blending (Fred Talk) 	Use Fred Talk to segment words for children to blend Fred: c-a-p Children: cap Repeat 'my turn, your turn' <i>Example: cat, cot, can, cap</i>
Write the Letter 	Use 1,2, 3 fingers to encourage children to stand, go to their seats and sit at their desks. Recap correct pencil grip Air write the letter using the handwriting rhyme.
Speed Write 	Yellow pen scaffold in books for children needing extra support with correct letter formation Yellow words for more able children to read aloud, trace and write independently.
Review the Sounds 	Hide new sound in pack of recently taught sounds Encourage speedy reading <i>"When you spot our new sound put your hands on your head/stand up"</i>
Green Words 	Review recent words with sound buttons Use 'Fred in your head' to gain speed Gradually increase the speed
Red Words 	Review selection of Red Words Invite the children to explain a red word (<i>tricky/can't use phonics/no Fred talk etc.</i>) Flashcards - 'my turn, your turn' to encourage speedy reading/recognition
Alien Words 	<u>Note: Not until end of Set 1</u> Show alien word cards Children segment and blend aloud Use 'Fred in your head' to gain speed

Appendix 5 – Whole Class Guided Reading – Structure Exemplar

Whole Class Guided Reading blends together: Whole Class Talk; Individual Thinking; and Pair and Group Talk. A lesson may include the following elements.	
Starter / Warm-up	To hook and engage the children in today's text. May introduce the theme, character, setting, and cultural, historical or geographical context.
Vocabulary	To introduce children to new vocabulary in the text to be read so they don't present a problem in reading. Invite children to listen out for these words and how they are used in the text.
Prosody	Teacher reads a section of text to model prosody (intonation, tone, stress and rhythm). By hearing an adult read the text first, children will hear how the text should sound when they can read it confidently and fluently, helping them to develop this skill.
Reading	<p>Children to take turns in reading the text whilst others read along, following the text in their own book.</p> <p>Whilst reading, pause at opportunities to ask questions to deepen children's experience and understanding. Use VIPERS:</p> <ul style="list-style-type: none"> • Vocabulary (both words and phrases) • Inference • Prediction • Explain • Retrieval • Summarise <p>A range of responses may be used including, but not limited to:</p> <ul style="list-style-type: none"> • Independent • Partner discussion • Group discussion • Drama • Retelling • Characterisation (e.g. using 'voices' to speak as the character would)
<p>a) *Traditional response</p> <p><small>* Response to be either a) traditional or b) reflective per lesson.</small></p>	<p>Display questions on board to be read by children. This considers cognitive load and also enables children to practice reading and responding to questions independently. Responses may be verbal or written – this is made clear to the children.</p> <p>Questions should follow VIPERS to build familiarity of each question type; through identification of question type, children learn the corresponding response requirements.</p> <p>Demonstrate or explain reading strategies to support children in answering the questions e.g. skim and scan, key words, context of the sentence...</p>
b) *Reflective response	Alternatively, children may demonstrate their understanding of the text through a reflective response, such as tell me grids, devising their own questions, illustrating moments, choosing the most interesting phrase...
Plenary	An opportunity for children to analyse and reinforce their learning from the lesson, considering key learning points to take away.

Recommended Reads 2023-2024						
Reception						
The Lion Inside (Rachel Bright), Kind (Julia Donaldson), Dogger (Shirely Hughes), Here We Are (Oliver Jeffers), Mr Wolf's Pancakes (Jan Fe rnlly) The Tiny Seed (Eric Carle)						
Year 1						
When Ice Cream Had A Meltdown (Michelle Robinson & Tom Knight), Our Tower (Joseph Coelho & Richard Johnson), The Kindest Red (Ibtihaj Muhammad, S. K. Ali & Hatem Aly), A First Book of the Sea (Nicola Davies & Emily Sutton), Fantastically Great Women Who Saved the Planet (Kate Pankhurst), The Jolly Postman or Other Peoples Letters (Janet & Allan Ahlberg).						
Year 2						
The Emerald Forest (Catherine Ward & Karin Littlewood), The Enchanted Wood (Enid Blyton), Perfectly Peculiar Pets (Elli Woollard & Anja Boretzki), Counting on Katherine (Helaine Becker & Dow Phumiruk), The Couch Potato (Jory John & Pete Oswald), Milo's Monster (Tom Percival).						
Year 3						
The Princess Rules (Philippa Gregory), I Swapped my Brother on the Internet (Jo Simmons), Rainforest warrior (Anita Ganeri and Margaux Carpentier) The Iron Man (Ted Hughes), Harley Hitch and the Iron Forest (Vashti Hardy), Dog Man (Dave Pilkey)						
Year 4						
Stig of the Dump (Clive King), When the Mountain Roared (Jess Butterworth), Welcome to my Crazy Life (Joshua Seigal) Fantastically Great Women Scientists and their Stories (Kate Pankhurst), Rainbow Grey (Laura Ellen Anderson), Picture Perfect (Serena Patel)						
Year 5						
Just So Stories (Rudyard Kipling), The Cosmic Diary of our Incredible Universe (Tim Peake), Windrush Child (Benjamin Zephania), Macbeth United (Michael Rosen), Einstein the Penguin (Iona Rangeley), On the Move: Poems About Migration (Michael Rosen).						
Year 6						
The Adventures of Tom Sawyer (Mark Twain), Kay's Anatomy (Adam Kay), The Accidental Stowaway (Judith Eagle), October October (Katya Balen), Ajay and the Mumbai Sun (Varsha Shah), The Extremely Embarrassing Life of Lottie Brooks (Katie Kirby).						

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Vocabulary	To introduce children to new vocabulary in the text to be read so they don't present a problem in reading. Invite children to listen out for these words and how they are used in the text.
Prosody	Teacher reads a section of text to model prosody (intonation, tone, stress and rhythm). By hearing an adult read the text first, children will hear how the text should sound when they can read it confidently and fluently, helping them to develop this skill.
Reading	<p>Children to take turns in reading the text whilst others read along, following the text in their own book.</p> <p>Whilst reading, pause at opportunities to ask questions to deepen children's experience and understanding. Use VIPERS:</p> <ul style="list-style-type: none"> • Vocabulary (both words and phrases) • Inference • Prediction • Explain • Retrieval • Summarise <p>A range of responses may be used including, but not limited to:</p> <ul style="list-style-type: none"> • Independent • Partner discussion • Group discussion • Drama • Retelling • Characterisation (e.g. using 'voices' to speak as the character would)
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