



## **Norman Street Primary School**

### **Reading Policy**

Reading is an essential life skill which enables children to access the wider curriculum to its full potential while at school, and take full advantage of their life opportunities as they enter the adult world. Ability to read and understand a range of texts allows children to become independent learners. Furthermore, developing an ability to engage with and respond to literature gives children the opportunity to enrich their lives at a personal level, now and in the future.

#### **Aims**

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- learn to read easily and fluently through the use of phonological awareness to decode and encode words
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

#### **Entitlement**

Pupils have access to a wide range of reading opportunities that include:

- guided reading
- shared reading
- regular independent reading
- home/school reading
- hearing books read aloud
- selecting own choice of texts including on screen texts
- reading in other subjects including on screen texts
- access to the school library

#### **Teaching and Learning**

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and

collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In whole class guided reading texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading. Teachers follow the structure of lessons based on V.I.P.E.R.S. style questioning (see below) using The Literacy Shed Plus as well as other resources to complement teaching e.g. Nelson Comprehension and Twinkl.

Children from year 2 – 6 have access to Accelerated Reader which they are encouraged to access on a daily basis. Children take quizzes after reading the books which supports their comprehension skills taught in shared sessions.

Teachers plan for whole class activities linked to reading skills during guided reading sessions and throughout the teaching of English.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and should encourage the children to read.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Link Books. Children have access to an online library through My:On which is accessed both in school and at home.

### **Reading Frequency**

Children have the opportunity to read independently for 20 minutes per day. All teachers are responsible for hearing children read at least once per week and TAs hear children read weekly where possible. This should ensure that all children are heard read by an adult weekly, although this may be more frequent depending on need of the child.

V.I.P.E.R.S.

Ks 1 -

## Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence

KS 2 –

## Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**ummarise