Tidbury Green School
Dickens Heath Road
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Solihull
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Policy Name

Reading Policy

Date of Review

Summer Term 2023

Next Review Date

Summer Term 2025

Agreed by Governors

Dec 2023

Date

Dec 2023

Policy:	Reading at Tidbury Green
People Authorised to make changes to this policy:	• Mrs R Fitter • Mr B Green
Committee responsible for approving policy:	Policy, Curriculum, Scrutiny & Standards

Questions for the reviewer of this policy:	
Does this policy comply with statutory requirements and is relevant legislation and guidance referenced in the policy?	Yes
Does the policy reflect current evidence-based good practice?	Yes
Is the policy consistent with the vision and ethos of the school?	Yes
Does the policy reflect current practice in the school?	Yes

After policy review:	
Changes made:	Updated to new format. New section added - ‘Rapid Catch-Up’. Some minor alterations to wording.
Expected impact of updated policy:	
Updated policy sent to governors:	Summer 2023
Updated policy sent to staff:	Summer 2023
Updated policy put on website:	Summer 2023

“I opened a book and in I strode,

Now nobody can find me.

I've left my chair, my house, my road,

My town and my world behind me.

I'm wearing the cloak, I've slipped on the ring,

I've swallowed the magic potion.

I've fought with a dragon, dined with a king

And dived in a bottomless ocean.

I opened a book and made some friends.

I shared their tears and laughter

And followed their road with its bumps and bends

To the happily ever after.

I finished my book and out I came.

The cloak can no longer hide me.

My chair and my house are just the same,

But I have a book inside me.”

- **Julia Donaldson**

Introduction

Reading is a fundamental part of learning at Tidbury Green. We strongly believe that the ability to read is essential to our pupils' learning across the curriculum, their ability to be independent and their future life choices. At Tidbury Green School we share a real passion for reading and a love of books. That is why you will see and hear us 'bragging about books'. From our weekly 'Book Brag' to our annual World Book Day celebrations, we love any excuse to indulge in our passion for reading. As educators and readers ourselves, we know that the development of reading skills is crucial to the progress that children make. Therefore, we are committed to supporting our children in becoming confident, curious and passionate readers, as well as lifelong learners.

Aims

When it comes to reading at Tidbury Green, there are several aims we aspire to achieve. These are to:

- Develop confident, curious and passionate learners who read with fluency and accuracy;
- Support our children in becoming readers for life by nurturing enjoyment and pleasure in reading;
- Give every child the reading skills they need to access all areas of our curriculum;
- Enable children to access, understand and begin to manage information taken from a range of sources;
- Help our children begin to understand the meaning of what they read and what is being read to them;
- Provide high quality texts and reading materials that challenge, enrich and engage our children;
- Help our children to respond to what they are reading, justifying their responses with increasing competence;
- Support our parents in their endeavours to promote reading for pleasure at home;
- Celebrate the reading of our children as they immerse themselves in the worlds, cultures and characters of others.

At Tidbury Green, all adults are dedicated to the cultivation of a positive reading culture. As a community of readers ourselves, we demonstrate our love of reading and commitment to developing our readers in a number of ways:

Role of English Lead

With overall responsibility for the development of teaching and learning in reading at Tidbury Green, the English lead is responsible for the following areas:

- Oversee the implementation and consolidation of reading strategies across the school;
- Monitor, review and evaluate the effectiveness of reading strategies;

- Identify training and development opportunities for teaching staff;
- Identify, review and provide high quality texts to support the development of reading;
- Model a positive attitude towards reading and a reading culture;
- Direct teachers and teaching assistants to appropriate resources to support the teaching of reading;
- Organise events (such as World Book Day and author visits) that promote a positive reading culture;
- Facilitate working in partnership with parents as key stakeholders in the consolidation of a positive reading culture;
- Facilitate the training and support of 'Reading Volunteers'.
- Develop the subject knowledge of the teaching team;
- Lead English Teaching and Learning, identifying strengths and facilitating development.

Role of Teachers

Teachers play a critical role in the development of our readers in the following ways:

- Facilitate daily whole-class reading or guided reading sessions;
- Model a positive attitude towards reading;
- Share a range of high quality texts that inspire and motivate;
- Endeavour to dedicate time daily in the sharing/telling of stories;
- Provide opportunities for silent/independent reading;
- Effectively model the skills of reading;
- Support targeted children with their reading;
- Provide stimulating reading environments;
- Direct teaching assistants and 'Reading Volunteers' to read with specific children;
- Work in partnership with parents as key stakeholders in the consolidation of a positive reading culture.

Role of Teaching Assistants

Working in partnership with our teachers, our teaching assistants support the development of reading in the following ways:

- Model a positive attitude towards reading;
- Support teachers in the facilitation of whole-class reading or guided reading sessions;
- Work with groups of children or individual children as directed by the class teacher;
- Promote a love of reading in partnership with the class teacher

Role of Reading Volunteers

As a school, we encourage any adult, who shares our passion for reading, to become a 'Reading Volunteer'. 'Reading Volunteers' are essential in our efforts to embed a positive reading culture as they work on a one-to-one basis with our target children. 'Reading Volunteers' are active across the school and contribute to our aspiration in a number of ways:

- Support children identified by the class teacher;
- Encourage these children to read with greater independence and increased fluency;
- Model a positive attitude towards reading;
- Promote a love of reading in partnership with the class teacher.

‘Once you learn to read, you will be forever free.’

Our Reading Culture

Reading is a joy. It is a shared experience that, with the right text, every child can engage with, every child can immerse themselves in and every child can benefit from. At Tidbury Green, we see reading as the act of celebrating the accomplishment of an author. That is why we brag about it, we share it and we enjoy it. Fundamentally, we appreciate the lifelong benefits that come with being a successful reader as reading enables all of us to understand, interpret and communicate with each other and the world around us. Because of this, reading is given a high priority in our school.

As a school, we encourage our children to read broadly: fiction and non-fiction, picture books and poetry, graphic novels and magazines; however, whilst we provide challenging texts for our children at every opportunity, we acknowledge that, like ourselves, when reading for pleasure, children may not always wish to be challenged but would rather enjoy their book in their own way.

The Teaching of Reading

Through the effective teaching of reading our children should:

- Develop their ability to read aloud with fluency, expression and control;
- Develop their ability to read for meaning;
- Develop the key skills required to read a text critically;
- Be encouraged to read widely (fiction and non-fiction, picture books and poetry, graphic novels and magazines);
- Be taught a range of reading strategies that includes:

Phonic: sounding the letters and blending them together.	**Visual:** whole word recognition and analogy with known words.
Contextual: use of picture and background knowledge.	**Grammatical:** which words make sense.

At Tidbury Green, our children are taught these reading strategies during reading sessions and at any other suitable opportunity that presents itself in the curriculum.

Phonics

Foundations for Phonics

At Tidbury Green, we follow the ***'Little Wandle Letters and Sounds Revised'*** progression when teaching phonics. This starts when children join us in Nursery (or before, if they are a member of Little Wrens) where we lay the 'Foundations for Phonics'. This includes:

- Sharing high-quality stories and poems;
- Learning a range of nursery rhymes and action rhymes;
- Activities that develop focused listening and attention, including oral blending;
- Attention to high-quality language.

In doing this, we ensure that our Nursery children are well-prepared to begin learning their grapheme-phoneme correspondences (GPCs) and blending when they move to Reception.

Reception and Year 1

When our children enter Reception, they make a strong start in building their phonetic knowledge: teaching begins in Week 2 of the Autumn term. Through daily phonics sessions we are able to effectively support the development of our early readers. Each session lasts for thirty minutes (for Reception this builds up from 10-minute sessions with additional daily oral blending games as quickly as possible) and follows the same structure: review and revisit, teach, practice and apply. Each Friday, we review the week's teaching to help our children on their journey to becoming fluent readers. Throughout Reception and Year 1, we follow the 'Little Wandle Letters and Sounds Revised' progression:

- In Reception, our children are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- In Year 1, our children review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Keep-Up Sessions

At Tidbury Green, we are committed to ensuring every child keeps-up whilst on their phonics journey. Children in Reception and Year 1 who need additional practice are identified quickly and are given support in a daily 'Keep-Up' session. These sessions use the same procedures, resources and mantras of our class teaching but in smaller steps with more repetition. By doing this, we ensure that every child secures their learning.

Rapid Catch-Up Sessions

For those children in KS2, who have been identified as having gaps in their phonic knowledge, we use the 'Little Wandle Rapid Catch-Up' programme to close these gaps quickly. As with the main programme, the 'Rapid Catch-Up' programme builds the child's phonic knowledge and reading fluency but in a shorter amount of time:

Phonic Phase	**Duration**
Phase 2	4 weeks
Phase 3	4 weeks
Phase 4	4 weeks
Phase 5	14 weeks

Each child is assessed on entry to ensure that they start at the right point in the programme. The children access several sessions each week. These sessions are led by a fully trained 'Rapid Catch-Up' member of staff. Children who are new to Tidbury Green are assessed when they arrive to see if they need to access our 'Rapid Catch-Up' programme.

Early Reading (Reception and Year 1)

Reading is at the heart of our curriculum at Tidbury Green. In our Early Years provision, each weekly topic is built around a book so that the children can be 'hooked' into their learning. Our Early Years provision is an environment that is rich in written print: books are accessible at all times and in all areas.

Structured reading practice sessions are used in Reception and Year 1 to support the fluency of our early readers. These take place three times a week. The children are grouped according to their reading ability and each group is supported by an adult. Each group is monitored by the class teacher who rotates and works with each group on a regular basis. In these sessions, the children engage with books that are matched to their secure phonic knowledge. This ensures that our children read with success.

Each reading practice session in Reception and Year 1 has a clear focus:

Session 1: decoding	Reviewing key sounds, tricky words and teaching new vocabulary.
Session 2: prosody	Teaching children to read with understanding and expression.
Session 3: comprehension	Teaching children to understand the text.

Alongside reading sessions, reading takes place in a variety of other forms: one-to-one reading, shared reading and independent reading.

Reading Fluency (Year 2)

In Year 2, if a child has completed our main phonics programme and has secure phonic knowledge, they continue to develop their fluency as a reader through the 'Little Wandle Fluency Programme'. This programme supports our children to read with increasing ease and speed. It is taught through short teaching sessions that take place three times a week, with each session built around a chapter from the book. The children are taught in groups that are led by a trained adult. For those children in Year 2 who have not yet completed the main phonics programme, they continue to receive instruction in this through the Little Wandle 'Rapid Catch Up' programme. These children continue to read books that are matched to their ability to decode.

Each session follows the same structure:

Part 1: Pre-read	Ensuring the children can read every word that they will come across.
Part 2: Read the book	Ensuring the children can read accurately and at a steady pace.
Part 3: Understanding	Ensuring the children can understand what they have read and are developing fluency.

Alongside these reading sessions, reading takes place in a variety of other forms: one-to-one reading, shared reading and independent reading.

Whole-Class Reading (KS2)

In whole class reading, all children engage with the same text. The amount of time spent on the text depends on the intended outcome. These texts are specifically chosen so that they provide a level of challenge, engagement and quality that enables our children to flourish as readers. Each session is led by the class teacher. During the session, teachers provide opportunities for children to develop their reading fluency through the use of paired reading, choral reading, repeated reading, silent reading or individual (turn-taking) reading.

Whilst texts explored in whole-class reading may provide more of a challenge to some children than others, these children receive the necessary support to ensure that they can access the text at the same level as the rest of the class. This support is evident in the activities and discussions the children are engaged in and, where necessary, the direct support of an adult.

A typical week of whole-class reading sessions in KS2 may look like this:

Monday	**Vocabulary** – children explore new or unfamiliar words that they will come across in their reading this week.

Tuesday	**Reading and discussion** – children read a set number of pages (if reading a chapter book) or a set text. They engage in discussion around the text through questioning by the class teacher.
Wednesday	
Thursday	**Comprehension** – children use all of their reading skills to answer questions based on their reading from the previous sessions.
Friday	**Skills** – a single reading skill is selected as the focus for this session depending on the needs of each class.

Reading VIPERS

In both whole-class reading and guided reading sessions, teachers make use of *The Literacy Shed's* ***'Reading VIPERS'*** - a range of reading prompts based on the 2016 reading content domains of the National Curriculum Test Framework. ***'Reading VIPERS'*** allows our children to hone their reading skills as they progress on their reading journey.

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

*Unlike in KS2, the content domains for reading at KS1 do not require children to 'explain'. However, children in KS1 are expected to 'explain preferences, thoughts and opinions about a text'.

KS2		
VIPERS Heading	**Content Domain Reference**	**Content Domain Description**
Vocabulary	2a	Give/Explain the meaning of words in context.
Infer	2d	Make inference from the text.

		Explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h	Identify/Explain how information or narrative content is related and contributes to the meaning as a whole. Identify/Explain how meaning is enhanced through the choice of words and phrases. Make comparisons within the text.
Retrieve	2b	Retrieve and record key information or key details from fiction and non-fiction.
Summarise	2c	Summarise main ideas from more than one paragraph.

Home Reading

Our Reception and Year 1 children take two books home with them each week:

- A decodable book matched to the child's secure phonic knowledge so that their reading success is shared with the family.
- A reading for pleasure book from our library for parents to share, enjoy read with their child.

Children in Year 2 also take two books home with them each week:

- A reading fluency book that promotes prosody in reading and understanding at a deeper level.
- A reading for pleasure book from our library for parents to share, enjoy read with their child.

Children in KS2 take one book home with them each week. This is a reading for pleasure book. Where appropriate, some children in KS2 (for example, those accessing the Little Wandle 'Rapid Catch Up' programme) will take a second reading practice book home.

Reading for Pleasure

Reading for pleasure is a central aspect of our positive reading culture at Tidbury Green. It gives our children the opportunity to explore texts, either through self-selection, a recommendation or the selection of their class teacher.

Independent Reading

One aspect of reading for pleasure at Tidbury Green we give our children is the opportunity for them to read independently. This gives each child the space to build their confidence, stamina and fluency, as well as develop their experience of a range of authors and genres. Across the

school, our children are given daily opportunities each week for independent reading. During this time, the children are encouraged to keep a reading record of the books that they have read.

Whilst books may be recommended by a class teacher for independent reading, the children are free to self-select. We see this is an important aspect in developing a pupil's independence as a reader: self-selecting texts motivates readers and helps children to develop and discuss their reading preferences. These are both vital skills that are expected of a Greater Depth reader in both key stages.

Independent reading is encouraged outside of school. In KS1, and where appropriate in KS2, children are given a reading book appropriate to their reading level to take home. These books are changed on a regular basis. Each time a child reads at home, their parent/carer is expected to record a comment in their child's reading record. Reading records are monitored by a member of staff in school. Where it is identified that a child does not read regularly at home, opportunities can be provided in school. Teachers, with the help of the English lead, can arrange for these children to read with a 'Reading Volunteer', a teaching assistant or an older child.

Class Text/Story Time

As well as independent reading, our children are also given the opportunity to listen to a text read to them by their class teacher. This shared experience provides us with the chance to cultivate joy, enthusiasm and enjoyment in reading amongst our children. It exposes them to new authors, introduces them to new styles of writing and encourages them to immerse themselves in a different genre.

Whilst these texts are chosen to provide a level of challenge, they are primarily chosen as a source of enjoyment. Texts can be selected from the reading spine provided for that year group, yet teachers have the freedom to select their own text if they feel it is appropriate for their class.

Teachers endeavor to dedicate time each day to the reading of a class text. It gives teachers a further opportunity to model to children the fluency, control and expression of a good reader as well as 'what a good reader does'.

Resources

When it comes to reading, we are determined to provide our children with the best possible resources we can. We work hard to ensure that we have a stimulating and relevant print rich environment for our children. This is complimented with reading displays that encourage, inform and celebrate our children as they progress on their reading journey.

As well as each class having access to their own reading area (that provides children with a range of texts), the school library is a focal point for reading at Tidbury Green. Every child is

given the opportunity to visit the library on a weekly basis. During these visits, children can loan a book of their choice.

Free Reading

When a child has successfully 'cracked the phonics code' at Tidbury Green, they are classed as a fluent reader. Through careful navigation by the class teacher, who has a strong understanding of the reading diet of each child, these children may select their own reading material from our rich and varied selection. This may be from their class reading area or the school library.

For our SEND children, and those children with additional needs, we are able to provide reading resources appropriate to their needs.

Reading Intervention

We appreciate that some of our children may require additional support at some point in their reading journey. If a child is identified as requiring additional support by a class teacher, they may be supported in a number of ways:

- One-to-one work in class with an appropriate adult;
- Focused group work on specific targets;
- Additional reading time with a 'Reading Volunteer', teaching assistant or older pupil.

EAL

For those children who are identified as having English as an Additional Language (EAL), appropriate support is given to ensure that they make progress in reading. On arrival, these children will be assessed on their ability to decode words using the 'Little Wandle Rapid Catch Up' assessment. These children will then enter Little Wandle's 'Rapid Catch Up' programme at the earliest opportunity to ensure they make rapid progress in their reading and catch up with their peers. Beyond this, class teachers engage with the SEND lead and English lead to support our EAL children to develop their vocabulary.

Gifted and Talented Pupils

At Tidbury Green, challenging our gifted and talented pupils is driven by our choice of text. Wherever possible, we expose them to the highest quality of reading materials. During whole-class reading or guided reading sessions, teachers carefully consider planning and, where necessary, the differentiation of tasks to ensure that the level of challenge is appropriate for these pupils.

Assessment

All teachers use a whole school approach when it comes to assessing the reading of our children. Formative assessment is recorded for each class regularly by the class teacher on the Local Authority Reading Moderation Framework whilst summative assessment for Years 1 to 5 takes place termly. In Year 6, past KS2 Standard Assessment Tests (SATs) are used to inform assessment prior to children taking the end of KS2 SATs.

Parents, Carers and the Community

At Tidbury Green, we value the role that parents play in the reading journey of their child(ren). With their cooperation, we know that every child we teach will become confident, curious and passionate readers. That is why we take every opportunity to encourage the participation of parents in our reading culture.

Every year, we hold **'Reading Workshops'** to which parents/carers are invited. These workshops are used to demonstrate how we teach reading, provide recommendations when reading at home and inform parents/carers of strategies they can make use of when reading at home to develop the key reading skills.

In addition, Foundation Stage and KS1 parents/carers are invited to an annual **'Phonics Workshop'**. Teachers share the pedagogy behind phonics, demonstrate some of the teaching strategies employed by us in our teaching of phonics and inform parents/carers of how they can support the development of phonics at home.