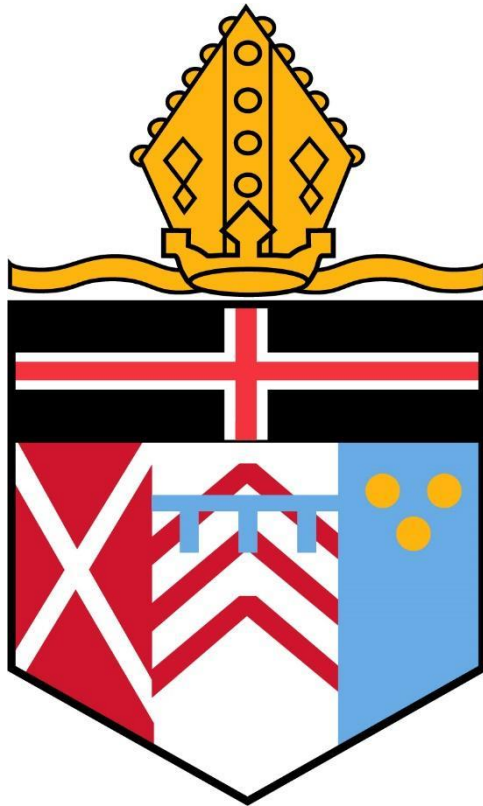


Blue Coat C.E. (Aided) Junior School



Reading Policy

Adopted: July 2025

To Review: July 2027

BLUE COAT C.E (AIDED) JUNIOR SCHOOL

READING POLICY 2025 -2027

1. Our Vision

'The more you READ, the more things you will KNOW. The more that you LEARN, the more places you'll GO!' - Dr. Seuss

'If you don't have time to read, you don't have the time (or the tools) to write. Simple as that.' -Stephen King

Undeniably, reading feeds pupils' imagination and opens up a treasure trove of wonder and joy for curious, young minds. Our vision here at Blue Coat is that all pupils are given the support and opportunity to realise their full potential. Through reading, we help our children to develop culturally, emotionally, intellectually, socially and spiritually.

We believe that reading is a fundamental skill that allows children to access and enjoy the wider curriculum. Staff in our school recognise that reading is central to children's progress, and our aim is to create a partnership between staff, children and parents/carers which we see as crucial to the success of their education, and to developing a lifelong love of reading.

2. Our Aims

- To develop a love of reading that stays with our pupils beyond their time at Blue Coat;
- To ensure that our children understand the value of reading and its application in a real world context;
- To create a positive reading culture within the school where pupils feel comfortable sharing their thoughts, feelings and opinions about a text in a nurturing and supportive environment;
- To allow children the time to discuss books with their peers and with staff;
- To develop fluent, confident, independent readers through the explicit teaching of key skills including the meaning of vocabulary in context, retrieval, inference, prediction, explanation, and the summarising and sequencing of information;
- To provide support for struggling pupils or those with complex needs through an individualised and targeted approach, for example through the teaching of phonics and decoding skills, the development of fluency or support in utilising comprehension skills;
- To develop and extend children's vocabulary through shared and whole-class reading strategies
- To give children the confidence to read aloud with fluency and expression;
- To ensure that our children leave us in Year 6 as fluent, confident readers who are able to thrive in their secondary school curriculum.

3. Planning for Whole-Class Reading Lessons

Blue Coat's curriculum objectives for reading ensure coverage of objectives set out in the National Curriculum which are delivered primarily by teaching VIPERS skills. Each skill is used to formulate an appropriate lesson objective. The question stems are used to plan appropriate questions (both oral and written) to suit the varying needs of pupils within the class.

VIPERS Skill	Question Stems
<u>Vocabulary</u> Find and explain the meaning of words in context	❖ What do the words and suggest about the character, setting and mood? ❖ Which word tells you that....? ❖ Which keyword tells you about the character/setting/mood? ❖ Find one word in the text which means..... ❖ Find and highlight the word that is closest in meaning to..... ❖ Find a word or phrase which shows/suggests that.....
<u>Infer</u> Make and justify inferences using evidence from the text	❖ Find and copy a group of words which show that... ❖ How do these words make the reader feel? ❖ How do the descriptions of show...? ❖ How can you tell that.....? ❖ What impression of do you get from these paragraphs? ❖ What voice might these characters use? ❖ What was thinking when..... ? ❖ Who is telling the story?
<u>Predict</u> Predict what might happen from details given and implied	❖ From the cover what do you think this text is going to be about? ❖ What is happening now? ❖ What happened before this? ❖ What will happen after and why do you think that? ❖ What does this paragraph suggest will happen next? What makes you think this? ❖ Do you think the choice of setting will influence how the plot develops? ❖ Do you think... will happen? Why? Why not? ❖ Explain your answer using evidence from the text.
<u>Explain</u> -Explain how content is related and contributes to the meaning -Explain how meaning is enhanced through choice of language -Explain the themes and	❖ Why is the text arranged in this way? ❖ What structures has the author used? ❖ What is the purpose of this text feature? ❖ Is the use of effective? ❖ The mood of the character changes throughout the text. Find and copy the phrases which show this. ❖ What is the author's point of view?

patterns that develop across the text -Explain how information contributes to the overall experience.	❖ What effect does have on the audience? ❖ How does the author engage the reader here? ❖ Which words and phrases did the author use effectively? ❖ Which section was the most interesting/exciting part? ❖ How are these sections linked?
<u>Retrieve</u> Retrieve and record information, and identify key details	❖ How would you describe this story/text? ❖ What genre is it? ❖ How do you know? ❖ How did...happen? How often...? ❖ Who had...? ❖ Who is...? ❖ Who did....? ❖ What happened to...? ❖ What does.... do? ❖ How is? ❖ What can you learn from from this section? ❖ Give one example of..... ❖ The story is told from whose perspective?
<u>Sequence</u> Sequence the key events within a text	❖ Can you number these events 1-5 in the order that they happened? ❖ What happened after? ❖ What was the first thing that happened in the story? ❖ Can you summarise in a sentence the opening/middle/end of the story? ❖ In what order do these chapter headings come in the story?
<u>Summarise</u> Summarise the main ideas from more than one paragraph	❖ Below are some summaries of different paragraphs from the text. Number them to show the order in which they appear in the text. ❖ What is the main message of the text? ❖ Using information from the whole text, identify which statements are true. ❖ Which of the following would be the most suitable summary of the whole text? ❖ Which statement is the best summary for the whole of page...? ❖ Look at the first two paragraphs. Which sentence below best describes the...?

4. **Text Selection**

In order to ensure that our children are exposed to a variety of authors, genres and text types, we use a mixture of full novels and picture books- which then link to our writing lessons- and extracts. We aim to use

novels that are more challenging than the majority of children would take home for their independent reading books.

Alongside the books that are read as part of our reading/writing lessons we also have a reading spine which offers a range of texts linked to the key text. This allows children the opportunity to read a range of other works which link in theme, style or genre to the book they are studying as a whole class.

In terms of selecting the novels we will use, teachers use text mapping to explore the plot of the book and see what enhancements it will make to our curriculum. We only select high-quality, age-appropriate yet challenging novels we believe will enhance our pupils' love of reading.

Given that we believe that exposing children to a variety of text types is key to their success, we also use a mix of extracts. This includes various genres of fiction (for example fantasy, science-fiction and classics), poetry, nonfiction, verse novels, songs and film clips. The variety within our reading curriculum serves to engage all pupils and expose them to reading in all its forms. It also ensures that teachers are able to make lessons fun and interesting to our pupils.

5. Teaching and Learning in Whole-Class Reading Lessons

As with the rest of our curriculum, we want reading lessons to be creative, imaginative and engaging, covering a wide range of text types and topics. Teachers plan for and allow adequate time within our teaching model for children to discuss texts in pairs, in small groups, as a whole-class, and reflect upon what they have read as individuals. This discussion is pivotal to deepening children's understanding of what has been read, and provides essential peer support for lower ability children or those with additional needs.

Whole-class reading lessons are taught 4 times per week for 25 minutes and follow the same weekly format in 4 parts:

Step 1: Reading Extract read to pupils by class teacher, where possible children follow along in their own copy of the text.

Step 2: Vocabulary Exploration of new/challenging vocabulary – words present in context from the text. Then in a variety of ways for pupils to explore meaning and apply these new words themselves.

Step 3: Read aloud Pupils to read aloud an extract from the text read in step 1, this might be a short section each, as a choral performance, echo reading etc pupils are given time to rehearse and prepare the part they will read.

Step 4: Comprehension (VIPERS)

- *Speedy retrieval recap questions (5 minutes maximum)*
- *Questioning and discussion either in pairs, as individuals, or a whole class (5 minutes)*
- *Independent work (10 minutes)*
- *Activity to consolidate learning- can be oral or written (5 minutes)*

6. Independent Reading

Alongside our whole-class reading lessons, the children at Blue Coat read independently for 20 minutes per day. Our books are banded according to the Accelerated Reader (AR) scheme. Four times per year, children complete AR STAR Tests which give us a reading age and a reading range. The children are then able to independently select a text of their choosing within that range. Once the text has been read, the children complete an AR quiz on the book to check for understanding.

AR time is utilised to its full potential by each class teacher and teaching partner who read 1:1 with every child in the class at least once per week. To prepare for this, teachers use Instructional Planning reports generated by AR which provide targets for the children and strategies to help them improve. This ensures that support can be tailored to every individual child.

Teachers and teaching partners also use this time to generate discussion with children about the book they are reading, including their likes, dislikes, observations, questions and text type preferences. Staff then use this information to support pupils and encourage them to read a wide variety of genres.

7. Assessment

Teachers use formative assessment strategies to continuously monitor where the children are at and ensure they are making good progress. Staff make notes in their learning journals (as per our school's marking policy) to identify any strengths and areas for improvement. They then use this to inform future planning and to target individuals who require additional support or challenge.

Four times a year, children take STAR reading tests on AR. This provides the children with a reading range (so they can independently select a book suited to their ability) and a reading age. Teachers monitor the progress of all pupils using reports generated by this test and put interventions in place to support where needed.

In addition, we use termly NFER reading assessments to ensure children are on track and, through thorough analysis of this data, those not making the required progress are identified and given targeted support.

8. Support and Interventions

Because we know that there are a complex range of factors that can hinder a child's progress in reading, we do not use a 'one size fits all' approach. In order to support children who are not making expected progress, we have a number of different interventions aimed at targeting children's specific needs. Based on analysis of assessment data, as well as the wealth of knowledge our staff have about the children that they teach, our pupils are given interventions which are closely monitored by staff and reviewed for effectiveness every six weeks.

Children who struggle with fluency are supported in a daily 1-1 fluency reading programme which is reviewed each half term. Texts are matched to the child's phonological awareness level to allow them to focus on the development of prosody.

Additionally, we also use a programme called *Read Write Inc* a multi-sensory, active and fun approach to the teaching of phonics. This ensures a continuity of provision for our year 3 children from infant to junior school, and allows any gaps in a pupil's phonological awareness to be targeted immediately.

Alongside these interventions, we also use guided reading strategies to support small groups of pupils of a similar ability, and help develop their fluency and comprehension. Guided reading involves all pupils reading from and analysing the same text, ensuring that children understand the meaning of new vocabulary as well as the meaning of the text itself.

In all of our interventions, teaching partners play a pivotal role in delivering these successfully under the guidance of the class teacher. Teaching partners are crucial in supporting our children both in and out of the classroom, and they deliver these interventions in a small group setting or 1:1 as appropriate.

9. Reading At Home

We know that reading at home is an essential part of children becoming excellent readers. This is because it allows children to share a love of reading with their parent/carers, and gives children more of an opportunity to read aloud and discuss their opinions about a text. We ask that all children in all year groups read aloud to an adult at least once per week at home for 15-20 minutes (preferably more frequently for less able readers or those in LKS2).

As part of the children's homework, they are expected to read for 15-20 minutes per night after school, either aloud to an adult, or independently. We believe that parents/carers nurturing and supporting their children's love of reading boosts their confidence and encourages them to see reading as an essential part of daily life.

10. Our Reading Culture

'I read for pleasure and that is the moment I learn the most.' -Margaret Atwood

A crucial aspect of encouraging children to read for pleasure is developing a reading culture within our school. We aim to do this by:

- Celebrating children who have read one million words on Accelerated Reader with a certificate during our whole-school Celebration Assembly;
- Rewarding children with Class Dojo points when they achieve 90% or above on a quiz;
- Having a wide variety of books in our library for the children to select from, both Accelerated Reader books and some of the newest releases;
- Redesigning our library to stimulate children's curiosity about books and reading, for example through the use of 'Book of the Month' displays;

- Celebrating World Book Day annually;
- Rewarding the class with the highest number of reading minutes each month with Golden Class awards, certificate and the Golden Book;
- Involving parents in our reading celebrations;
- Visits from authors/ illustrators.