



Reading Policy 2025

Adopted by the Senior Leadership Teams of
New Road and Park Lane Primary and Nursery Schools
Aspire Learning Trust
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Reading Strategy 2025

Overview

'Without reading, a child's world shrinks and begins to narrow. Opportunities are limited, doors begin to close and self-esteem crumbles.' Jane Considine

Reading is at the heart of all we do. We believe reading is one of the best tools we can give to our children in order to shape them into independent, curious, imaginative and life-long learners.

We teach reading, both explicitly, and through our wider curriculum; and we ask our parents/carers to support/partner us in this through reading specifically chosen material with their children at least 4 days in every week.

A Love of Reading

We not only teach children how to read, we nurture a real love of reading. Each day, every class in KS2 school enjoys DEAR time (Drop Everything and Read). This is dedicated time for all KS2 children to enjoy the books they have chosen and to read without distraction, sharing their progress with the class teacher and teaching assistants. Also, there is a separate session for the whole school where staff will model enjoyable reading by sharing a book to the class. We encourage children to choose books which are interesting and enjoyable but will also ensure that they progress and have a suitable challenge for their age and attainment.

Our class reading areas promote the different genres and include non-fiction texts which enhance pupils' knowledge of the real world.

Confident reading helps children to realise their potential and develop empathy, empowering them to move beyond the words and make informed choices about their own lives. Wherever possible, we make curriculum links so that texts that we use fit in with the overarching curriculum theme.

A School of Books

Each year the school receives significant donations of books from parents and pupils; in addition the purchase of new books is prioritised each term. The book stock is kept in the classrooms to improve access and to ensure that it is well managed and cared for.

All Read, Write, Inc. books are levelled, with great emphasis being placed on ensuring the children in the early stages of reading have books which let them apply their phonics acquisition.

Children who are learning to read apply their phonics skills by reading phonically decodable texts which match to the level being taught in their phonics session. The school continues to invest in Read Write Inc book stock to ensure that our youngest children learn to read in an exceptionally well-resourced school. Alongside their phonically decodable text they also take home a high-quality text to read or share with adults at home to encourage and foster their love of reading.

Phonics and early reading:

We use the Read Write Inc phonics scheme.

Underpinning the Read Write Inc. programme is a commitment to getting children's brain 'COGS' working and the school's wider commitment to using teaching approaches informed by cognitive psychology.

C - everything **CONNECTS**: children connect sounds with mnemonic pictures; words with their meanings; and stories with the sounds they know. They connect their own experiences to the stories they read and learn to lift the words off the page.

O - children learn **ONE** thing at a time and practise it until it becomes second nature. Interactive practice keeps children focused, and their capacity to learn develops exponentially.

G - they learn at their **GOLDBLOCKS** spot (not too easy, not too hard) with others at a similar challenge level. No time is wasted.

S - children remember what they learn by **SAYING** it out loud to a partner. If they can't explain it, the teacher repeats it until they can.

What's more, our teachers are trained so they have capacity to show love for what they do. The more they love teaching, the more the children love learning.

Our Phonic Strategy

- All children in Reception, Year 1 and Year 2 have a daily 45-minute phonics session.
- Children take place in 5x full RWI lessons each week
- Phonic sessions start in EYFS where sounds learning builds up to allow a reading and writing programme to begin and work alongside. Phonics sessions start in EYFS where sound learning leads to blending and segmenting words.
- Children are assessed half-termly and grouped accordingly
- Sessions are rigorous, snappy and successful for all
- All children take home books to coincide directly with their level of phonic knowledge
- Children who show a need for additional support are tutored 1:1 during the afternoon sessions. This helps to ensure all children keep up, and don't have to catch up.

Year 2: bridging the gap

In year 2, when children have worked all the way through the RWI scheme and have a secure phonic understanding, they move onto RWI Comprehension.

RWI Comprehension follows on from Read Write Inc. Phonics. It comprises 14 weekly modules each containing a fiction or non-fiction text and a range of comprehension, vocabulary, grammar, spelling and writing activities.

The programme has been developed to increase children's reading fluency, their comprehension of and response to fiction and non-fiction texts, and to improve children's writing by developing their vocabulary, grammar and spelling knowledge.

Reading Approaches to support Comprehension in Key Stage 2

When pupils have completed RWI Comprehension they begin daily reading lessons. In these lessons they focus on key questions to challenge children's ideas about the texts they are reading and to develop their abilities to deduce, infer and predict what may happen next. The reading lesson structure can be found in appendix one.

At the start of the week, all children have a 30-minute lesson on fluency. This allows them to understand the text and be shown and practise how it should be read fluently, with expression and a full understanding.

We aim to develop prosody and fluency together so that children read at an appropriate speed and with the ability to use expression and emotion to show that they understand the characters thoughts and feeling as the plot develops.

Teachers facilitate in depth discussions about texts, fostering pupils' comprehension and analytical skills. Across the whole school, we identify reading skills by using the acronym, VIPERS.

VIPERS is an acronym to aid the recall of the 6 reading domains as part of our reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or **S**ummarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Key Stage 2 Specific question stems are displayed in classrooms to guide pupil and teacher questioning.

Teaching staff are encouraged to predominantly ask questions that focus on Retrieval, Inference and Vocabulary (Meaning). The acronym RIM is used as an aide memoire.

Comprehension Strategies

Comprehension strategies are explicitly taught during a daily reading lesson. Teachers emulate and model how a good reader uses a range of comprehension strategies.

The teacher models and "thinks aloud" about what a given strategy is and why it is important, this helps students learn how, when, and where to use the strategy, and gives students opportunities to apply the strategy on their own.

Modelling is followed by practice, guided by the teacher, who works with students to help them figure out how and when to use the strategy themselves. As students read, the teacher provides feedback and engages them in discussion. In subsequent lessons, the teacher asks students to apply the strategy on their own to other texts.

Teachers do not ask students to work on their own until the students have demonstrated that they understand a strategy and how and when to use it.

The strategies that we teach children to use are:

Comprehension monitoring

This involves the ability of readers to know when they understand what they read, when they do not understand, and to use appropriate strategies to improve their understanding when it is blocked. Comprehension monitoring is a form of metacognition. Good readers are aware of and monitor their thought processes as they read. In contrast, poor readers “just do it.”¹⁴

The strategies employed by good readers to improve understanding are called “repair” or “fix-up” strategies. Specific repair strategies include rereading, reading ahead, clarifying words by looking them up in a dictionary or glossary, or asking someone for help.

Pupils are encouraged to continually monitor their understanding during reading, and to apply repair strategies when breakdowns in understanding occur. To improve self-monitoring, the teacher may model for students how to do one or all of the following:

- think about what they already know before they start reading and during reading;
- be aware of whether they understand what they are reading;
- employ strategies to identify difficult words, concepts, and ideas;
- ask themselves: “Does this make sense?”; and
- be aware of how a particular text is organised.

Activating and Using Background Knowledge

- Cognitive scientists have found that good readers constantly connect their background knowledge to the new knowledge they encounter in a text. For example, when reading about dogs the reader will remember and use some of what they know already about dogs to understand the new knowledge in the text.

Visualising

- This involves the ability of readers to make mental images of a text as a way to understand processes or events they encounter during reading. This ability can be an indication that a reader understands a text. Some research suggests that readers who visualise as they read are better able to recall what they have read than are those who do not visualise.
- Visualising is especially valuable when it is applied to narrative texts. In reading narratives, readers often can develop a clear understanding of what is happening by visualising the setting, characters, or actions in the plot. However, visualising can also be applied to the

reading of expository texts, with readers visualising steps in a process or stages in an event or creating an image to help them remember some abstract concept or important name.

Making Inferences

- This strategy requires readers to evaluate or draw conclusions from information in a text. Authors do not always provide complete descriptions of, or explicit information about a topic, setting, character, or event. However, they often provide clues that readers can use to “read between the lines”-by making inferences that combine information in the text with their background knowledge.
- It has been shown that when readers are taught how to make inferences, they improve their abilities to construct meaning. Indeed, research indicates that the ability to make inferences is crucial to successful reading.

Predicting

- This strategy involves the ability of readers to get meaning from a text by making informed predictions. Good readers use predicting as a way to connect their existing knowledge to new information from a text to get meaning from what they read. Before reading, they may use what they know about an author to predict what a text will be about. The title of a text may trigger memories of texts with similar content, allowing them to predict the content of the new text.
- During reading, good readers may make predictions about what is going to happen next, or what ideas or evidence the author will present to support an argument. They tend to evaluate these predictions continuously, and revise any prediction that is not confirmed by the reading.

Summarising

- This strategy involves the ability of readers to pull together or synthesise information in a text so as to explain in their own words what the text is about. Summarising is an important strategy because it can enable readers to recall text quickly. It also can make readers more aware of text organisation, of what is important in a text and of how ideas are related.
- Effective summarising of expository text may involve such things as condensing the steps in a scientific process, the stages of development of an art movement, or the episodes that led to some major historical event.
- Effective summarising of narrative text can involve such things as connecting and synthesizing events in a story line or identifying the factors that motivate a character’s actions and behaviour.

Reading Approaches to Support Prosody in Key Stage 2

In Key Stage 1 pupils learned to read, enjoy books and engage with a demanding reading curriculum so that their comprehension and appreciation of text begins to confidently develop.

As texts become more complex our children need exceptionally good teacher modelling to show them how they should be read. Throughout Key Stage 2 children are explicitly taught prosody (reading with register, tone and intonation) as this develops comprehension and enjoyment of reading.

Prosody and Fluency Strategies

Teachers teach prosody and fluency explicitly and effectively in the following ways:

Model Prosody Thinking - 10 minutes of teacher reading followed by 1 minute of teacher led explicit modelling of prosody and analysis of why the sentence was read in a certain way and how the context, understanding of character and punctuation influences prosody.

Choral Reading - Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

How to use choral reading

1. Choose a book or passage that works well for reading aloud as a group:
 - Patterned or predictable (for beginning readers)
 - Not too long
 - At the independent reading level of most students
2. Provide each student a copy of the text so they may follow along. (Note: You may wish to use a visualiser to share the text).
3. Read the passage or story aloud and model fluent reading for the students.
4. Ask the students to use a marker or finger to follow along with the text as they read.
5. Reread the passage and have all students in the group read the story or passage aloud in unison.

Echo Reading - This is another way to help a child develop confidence and fluency. Read aloud a line of text. Ask the child to read the same line. Continue taking turns reading and rereading the same lines. When the child begins to read with more expression and fluency, suggest that they read aloud on their own.

- Teacher models fluent reading of a short segment, usually one sentence.
- Teacher has pupils repeat or echo the segment she just read.
- Teacher reads next sentence and has echo... repeat until done.

Paired Reading

Paired reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read. Paired reading can be used with any book, taking turns reading by sentence, paragraph, page or chapter.

How to use paired reading

How to pair students

Pair students either by same reading ability or by high level readers with low level readers. Use the following steps to pair high-level readers with low-level readers:

- List the students in order from highest to lowest according to reading ability
- Divide the list in half
- Place the top student in the first list with the top student in the second list
- Continue until all students have been partnered
- Be sensitive to pairings of students with special needs, including learning or emotional needs. Adjust pairings as necessary
- The reader from the first list should read first while the reader from the second list listens and follows along
- The second reader should pick up where the first reader stops. If additional practice is needed, the second reader can reread what the first reader read.
- Encourage pairs to ask each other about what was read. "What was your page about? What was your favourite part?"

Summary - children to summarise in 10 words or less what has happened in that piece of text.

Implementing the strategy

1. Introduce the students to the Paired Reading strategy. This includes:
 - Establishing a routine for students to adopt so that they know the step-by-step requirements for engaging in paired reading (i.e. Will they read out loud, simultaneously? Will they take turns with each person reading a paragraph? a page? Or will one person read while the other person listens?).
 - Teaching students an error-correction procedure to use when supporting each other's reading (i.e. re-reading misread words; signals for difficulty).
 - Modelling the procedure to ensure that students understand how to use the strategy.
2. Ask students to begin reading in pairs and adjust reading speed if reading simultaneously so they stay together.
3. Have students offer feedback and praise frequently for correct reading.
4. Monitor and support students as they work.

Reading for pleasure / reading at home

We expect all children to read at home 4x each week. These reads are noted in children's reading records. In each class, staff monitor the reading that has happened and employ age-appropriate techniques to help children who struggle to read as often as they should.

School leaders monitor this and work with families to improve parental engagement in children's reading.

Reading With an Adult at School

Pupils are heard to read by an adult once a fortnight. A detailed reading record is kept and supported by question stems to probe the pupils' understanding of the text.

Which books do children take home from school?

Reception and Key Stage 1

- If a child is engaged in the RWI system, they will be provided with a phonics-appropriate book to come home with and practice reading independently along with a book bag book that is pitched at the same level.
- Once children finish the RWI system, they begin to bring suitably challenging books home with them- these too are closely matched to the child's reading ability and should be independently decodable.
- Children in KS1 also get a choice of a non-phonics matched book- these are the picture and non-fiction books of the school that are greatly enjoyable and match our children's interests.

Key Stage 2

- For children still enrolled in RWI system, a RWI phonics-matched book will be provided
- All other children are assessed using a combination of NFER level testing and teacher assessment. Teachers use their professional judgement to help them choose appropriately challenging texts for each child.

