



Reading Policy

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Statement of intent –

At St. Aidan's, we intend to create confident readers who have the ability to develop a deep and true understanding of what they read and appreciate the importance and value of reading for pleasure. We aim to foster and promote a love of reading, fluency and a secure ability to comprehend information. It is important for us that children are able to comprehend at a high level rather than just sight read. We aim to create a love of reading through encouraging reading at home and working closely with parents to do this is vital. In order to foster a love of reading across various genres, we aim to expose children to a wide range of texts and purchase books accordingly. As part of our equality ethos, we are committed to purchasing books that represent our children and our country through characters and authors. Our learning around reading both in terms of decoding and comprehension is based on the objectives as outlined in the National Curriculum.

Comprehension learning – KS2

Class novel

(Monday)

Skills:

Chosen according to the text / needs of class

Scan read

Skim read

Deep read

Teacher read with prosody

Vocabulary / background information check

Dissection of text using I, WE, YOU

Summarise

Text comprehension

Class novel

(Wednesday)

Skills:

Chosen according to the text / needs of class

Scan read

Skim read

Deep read

Teacher read with prosody

Vocabulary / background information check

Dissection of text using I, WE, YOU

Summarise

Text comprehension

Independent comprehension

(Friday)

Skills:

Deep reading of text

Reading comprehension

questions on VIPERS skills

(recorded in Literacy books)

V – Vocabulary

I – Inference

P – Predict

E – Explain

R – Retrieve

S – Sequence/Summarise

Developing Comprehension skills in Key Stage 2

Class novel reading – All children should have access to the class novel when reading. This will take place on Monday & Wednesday for fifteen-minutes.

Text selection – During this process, teachers will use a variety of extracts, stand-alone short texts or extracts from novels. Teachers have the professional trust and freedom to select texts themselves, but these must be age appropriate. We have a number of banks of texts available for teachers to select from.

Reading Skills

Scan read – Page is facing down on the table so the children cannot see the text. Pupils are told they will have 30 seconds to scan for as much key information as they can. This time allocation may vary on the size and complexity of the text. After 30 seconds, turn the page back over and get children to feedback what information they gathered. This is a great time to conjecture... oh, it says something about diseases... maybe that is related to diseases that are caused due to sewage? Slowly build the picture with the pupils based on the key words that 'jumped out' at pupils when scanning.

Skim read - Turn over and give them 1 minute to skim read. This time again, may vary based on size and complexity of the text. After allocated time, get them to turn back over and feedback on what information they have gathered. At this point, make clear how skim reading has given us a clearer picture and allowed us to take in more information.

Deep read –Children to read sentences, sections and paragraphs to get a clear understanding if we are not sure of the information being given. Explain that if needed, we may ask a partner or adult to explain something you are not sure. Give an allocated time based on your teacher judgement.

Teacher read with prosody – The teacher will read the text aloud to the class ensuring that they read with prosody. When doing so, you may want to ask questions related to prosody to develop an understanding of why you are reading in a certain way. E.g. why did I whisper when I read this line? Why did I read these sentences quicker than the others? How should I read this line? Why?

WHAT IS PROSODY IN READING?

Prosody in reading is the ability to read and understand the text while sounding like natural speech.

Prosody includes stress, phrasing, intonation, expression, and pauses.

Prosody is one part of reading fluency:

1. accuracy
2. rate
3. expression (prosody)

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ELEMENTS OF PROSODY

Intonation – the variation in pitch or tone of your voice to match punctuation or convey meaning and emotion

Stress – the emphasis placed on certain syllables or words

Pace/Tempo – the rate at which you read words

Phrasing – the way in which you group words together in a sentence

Pause – pausing for punctuations

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Vocabulary – After reading the text, highlight key vocabulary (minimum of five and maximum of seven) that you feel the children may not know the meaning of words. Teach the meaning of these words through sharing the definition and showing images related to these words.

Background information – At this point, share any background information related to the text that children may be unaware of or have had no experience of. For example –

campaign (verb)



an organised course of action to achieve a goal

resign (verb)



to give up your job voluntarily

cacophonous - adjective

Definition – a harsh mixture of sound.

Example – The cacophonous screams of dying men and blasts all around me were too much to bear.

Synonyms – loud, noisy, deafening, blaring



apprehension – noun

apprehensive – adjective

Definition – fear that something bad or unpleasant will happen.

Example – I was full of apprehension as our boat neared the shoreline.

Synonyms – anxiety, alarm, worry



Dissection of text using I, WE, YOU – Here, the teacher will start by modelling how to pull the first paragraph/section of the text by analysing and commenting on the use of language, grammatical features, authors choice and intent and how these elements impact the reader (I stage). Following this, the teacher will 'share dissect' where the next paragraph is analysed with input and questioning of the children (WE stage). Finally, the children will independently analyse the remainder of the text (YOU stage).

This can be recorded in any ways according to professional trust and freedom. It is important that this is not just a highlight and label exercise but instead one where children are made to delve deeply into the text and understand how language and writing tools are manipulated in order to have a desired impact on the reader.

Examples of dissections of texts

<p>Setting – Spooky Doll Shop</p>	<p>The familiar sound of the bell clanged softly over my head as I entered the old, quaint antique shop. I loved coming here. You never knew what you'd find, and that's what kept me coming back every time. The surprise. The mystery. The anticipation. It was a dated shop, but that was part of its charm.</p>	<p>Verb - the word 'loved' suggests a strong emotion. An emotion greater than simply liking something and shows how valuable this shop is to the character.</p>
<p>Expanded noun phrase - this builds an image of a shop that may be old but is warm and welcoming too.</p>	<p>Today, the shop was completely empty. Where was Mr O'Rourke? I thought. He'd normally be at the counter with a welcoming smile on his face whilst tinkering with a toy or polishing an antique. I liked Mr O'Rourke. Sometimes, if I'd nothing better to do, I'd listen to him talk about 'the good old times.' Tilting my head to see along the aisle, I expected to spot him in the storeroom, but the door was closed. "Hello, Mr O'Rourke? Are you there?" I called out. I waited, yet there was no response. "Mr O'Rourke, are you ok?" There was concern in my voice as he was always at the front of the shop during opening hours, only leaving to fetch his tools. Suddenly, a muffled whimper coming from the storeroom instantly caught my attention. My heart started to beat faster. Something was wrong.</p>	<p>Prepositional phrase - details where the sounds are coming from. This may indicate to the reader where there may be danger.</p>
<p>Fronted adverbial - makes the reader aware of the way the character is moving. Moving slowly and cautiously would suggest to the reader that the character may fear what is behind the door.</p>	<p>Slowly and cautiously, I walked towards the shop's storeroom. My mind was screaming for me to run, however, my curiosity got the better of me. My heart was telling me something was wrong, so I couldn't leave Mr O'Rourke if he was hurt or in danger. I pushed open the heavy door, which creaked and moaned as it did so. The storeroom was normally filled with clutter and piles of junk but today, it was empty except for a single table in the middle. Sitting on top of the table in a neat row, was a line of very old dolls.</p>	<p>Verb - the word 'trapped' could be used here instead but by using 'imprisoned', the reader understands that Mr O'Rourke is being held against his will with no escape.</p>
<p>Commas in a list for adjectives - describing the whispers as hushed and creeping would help create the sense that they are eerie and unnatural.</p>	<p>They looked distorted, sinister and unnerving. Their skin was cracked, and the paint on their faces was peeling, their clothes were torn and dirty and their mouths were stretched with disturbing smiles. Just then, the bell rang out front and I shot around to see who was there, but the shop was empty apart from me. My heart raced faster, and my hands started to shake. I was ready to leave, but something about one of the dolls stopped me abruptly in my tracks. The doll nearest to me had a black moustache and a gold filling; it looked exactly like Mr O'Rourke. My eyes widened as I began to understand the horror of what I was seeing... Mr O'Rourke's soul was imprisoned in the doll. Hurried, creeping whispers began echoing from the walls like little slivers of poison. I screamed, but no words came out.</p>	

An example of child's work.

Close Read KPT 14

Tuck Everlasting

The sky was a ragged blaze of red and pink and orange, and its double trembled on the surface of the pond like colour spilled from a paintbox. The sun was **dropping** fast now, a soft red sliding egg yolk, and already to the east there was a darkening to purple. Winnie, newly brave with her thoughts of being rescued, climbed boldly into the rowboat. The hard heels of her buttoned boots made a hollow banging sound against its wet boards, loud in the warm and breathless quiet. Across the pond a bullfrog spoke a deep note of warning. Tuck climbed in, too, pushing off and settling the oars into their locks, dipped them from the bank bottom in one strong pull. The rowboat slipped from the bank then, silently, and glided out, tall water grasses whispering away from its sides, releasing it.

Here and there the still surface of the water dimpled, and bright rings spread noiselessly and vanished. "Feeding time," said Tuck softly. And Winnie, looking down, saw hosts of tiny insects skittering and skating on the surface. "Best time of all for fishing," he said, "when they come up to feed."

He dragged on the oars. The rowboat slowed and began to drift gently toward the farthest end of the pond. It was so quiet that Winnie almost jumped when the bullfrog spoke again. And then, from the tall pines and birches that ringed the pond, a wood thrush caroled. The silver notes were pure and clear and lovely.

"Know what that is, all around us, Winnie?" said Tuck, his voice low. "Life. Moving, growing, changing, never the same two minutes together. This water, you look out of it every morning, and it looks the same, but it ain't. All night long it's been moving, coming in through the stream back there to the west, slipping out through the stream down east here, always quiet, always new, moving on. You can't hardly see the current, can you? And sometimes the wind makes it look like it's going the other way. But it's always there, the always moving on, and someday, after a long while, it comes to the ocean."

They drifted in silence behind for a time. The bullfrog spoke again, and from them, far back in some reedy, secret place, another bullfrog answered. In the fading their light, the trees along the banks were slowly losing dimensions, flattening. Pasted into silhouettes clipped from black paper and to the paling deep, blue, the voice of a different frog, hoarser and not so croaked

Annotations:

- early morning or late evening sky
- metaphor - picturing the sun as a orange globe
- Personification - shows the water is smiling
- Personification - says that an object is being noisy
- Personification - the bullfrog spoke again which means that it has human like feelings
- Personification - the insects are walking like humans
- Personification - shows that the woods are singing and giving a happy and warm feeling
- Sound: hollow, banging sound, loud, quiet, spoke
- Personification - Shows that life is moving and grabbing (shows human like features)
- This person knows a lot about the river
- Movement: dropping, climbed, pushing off, dipped

Summarise – Get the children to recap the text by getting them to either –

- summarise text in five bullet points on whiteboards (this number can vary based on length of text and teacher judgement).
- verbally summarise the text with a partner.
- asking the children to discuss what the first and last thing was that happened in the text (where appropriate).
- ask the children to summarise the beginning, middle and end of the text on whiteboard (where appropriate).
- ask the children to discuss an appropriate/alternative title for the text (where appropriate) and justify why.

This can be recorded many ways – in Literacy books, as a class discussion and recorded in floor books and either individually, in different grouping or as a class.

Text comprehension – Answering of comprehension question / questions based on the text. This can be recorded many ways – in Literacy books, as a class discussion and recorded in floor books and either individually, in different grouping or as a class.

Reading Comprehension (Friday)

At this stage, children will have the opportunity to independently comprehend a text which is linked to the text used through the two sessions previously for the majority of times. However, it may be fruitful to use a stand-alone text related to another area of the curriculum, through topic or genre.

Children should then complete questions based on VIPERS questions / Y6 SAT style questions in Literacy books.

VIPERS

VIPERS are a mnemonic which cover the key comprehension skills.

V – Vocabulary

I – Inference

P – Predict

E – Explain

R – Retrieve

S – Sequence/Summarise

Reading for Pleasure in St. Aidan's

Reading is not just something that is taught and part of a lesson. At St. Aidan's teachers and children enjoy immersing themselves into a book. All year groups have class books which are read to them regularly by the class teacher. This book may be chosen from the Pie Corbett Reading spine or a book chosen by the children or simply a book a teacher has read and enjoyed. This supports with embedding a reading culture of enjoyment and engagement throughout the school. Reading is enhanced with World Book day celebrations and book challenges.

Supporting Pupils

Children who are not keeping up with the learning are given extra support through our interventions. In phonics the children are given same day interventions through the Monster Phonics programme. To develop reading fluency, children are identified as 'little and often readers' and are heard reading regularly. Key stage 1 and Key Stage 2 use Rising Stars to build reading comprehension.

Developing a culture of reading

Class novel – The class novel is read to the children where they follow and join in (KS2) or listen in EYFS / KS1. Class novels can be utilised for writing learning journeys as well as be used to take extracts for reading lessons.

Home Reading – Children are expected to read for 15-20 minutes a day **at home** and write a comment as evidence of this in their reading record.

Library visits – Classes are allocated timetabled slots for our library.

Display and reading areas – Each year group has its own reading bookshelves in class and have a wide of books for children to choose from.

Choosing books for home reading – Children have a wide range of books and genres to choose to take home to read. We must however, monitor what books are being selected by pupils to ensure their appropriateness. Teachers should record the stage children are reading and monitor book choices and encourage progression on to the next level where needed.

Assessment

Children will be tested at the end of each term, using Rising Stars Assessments, to inform teachers of where children are and what strategies are needed to better support pupils in their learning. Year 6 will use SATs papers from previous years.