

# Reading Policy

Written July 2024
Adapted November 2024

#### 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.

### <u>Comprehension learning – KS2</u>

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

<u>Independent comprehension</u>

(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

## <u>Developing Comprehension skills in Key Stage 2</u>

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

<u>Text selection</u> – 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**

<u>Intonation</u> - 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

<u>Phrasing</u> – 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)



## 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.

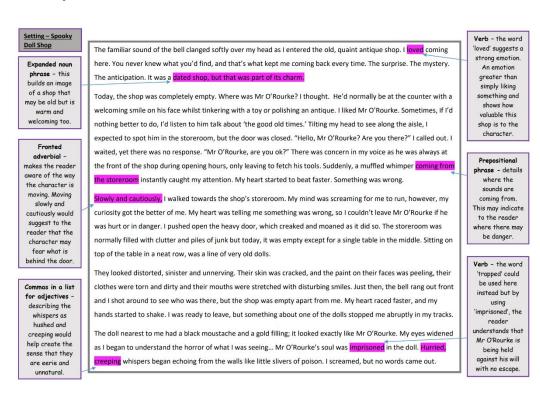
example – I was full of apprehension as our boat neared the shoreline.

Synonyms – anxiety, alarm, worry

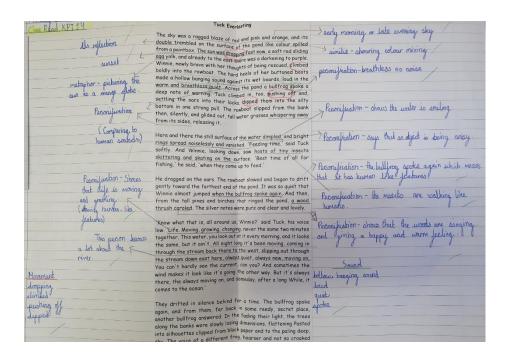
**Dissection of text using I, WE, YOU** – Here, the teacher will start by modelling how to pull the first paragraph/section of the text by analysing and commenting on the use of language, grammatical features, authors choice and intent and how these elements impact the reader (I stage). Following this, 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 reminder 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**



An example of child's work.



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

- summarise text in five bullets 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**

<u>Class novel</u> - 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.

<u>Home Reading</u> — 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.

<u>Library visits –</u> Classes are allocated timetabled slots for our library.

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

<u>Choosing books for home reading -</u> 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.