

Growing together, hand in hand

Reading Policy

Updated September 2024

Gorsemoor Primary School



How We Teach Reading at Gorsemoor

It is our belief, that the purpose of education is to provide young people with the knowledge and skills to prepare children for their diverse working lives, build character, teach knowledge for its own intrinsic value and ignite a love of learning. We believe that English is the bedrock of our curriculum. The ability to read unlocks a wealth of information across the whole curriculum and beyond, allowing our pupils to travel to far off places, discover endless fascinating facts and see the world from a different perspective. Writing enables them to communicate this knowledge and their own ideas, opinions and feelings. We aim to provide pupils with a rich bank of vocabulary and speaking and listening skills to enable them to express these thoughts and views considerately and effectively. At Gorsemoor Primary School, we strive to promote the relationship between Reading and Writing and encourage a life-long love of literature, which will continue to inspire them throughout their futures.

English: unlocking the voices of others; facilitating our own.

At Gorsemoor Primary School we use a Whole Class Reading approach to the teaching of Reading from Year 1 to Year 6. This enables pupils to experience a wide variety of texts and genres and be exposed to texts that they may not otherwise attempt to read independently.

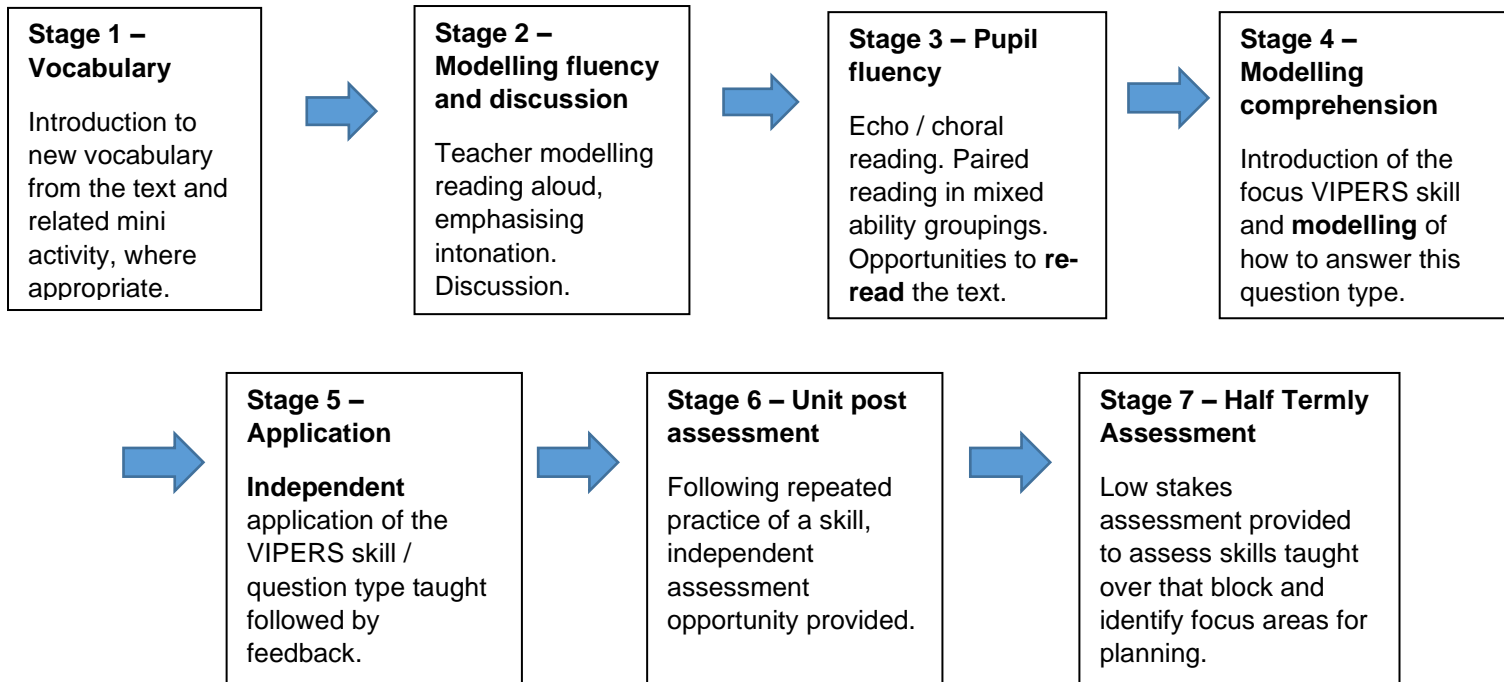
Alongside this, pupils are provided with a reading book to take home which is supported through daily reading reward schemes and the use of a reading diary.

Reading Ambassadors, volunteers and pupil Reading Buddies support pupils who are identified as working below age related expectations through regular individual reading. These pupils are also involved in a variety of reading and phonics rapid catch up interventions including small group work led by Teaching Assistants and through the use of Nessy online.

Whole Class Reading Sequence

Through Whole Class Reading pupils are introduced to the Reading VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing / Summarising). This consistent approach throughout school enables pupils to become secure in each skill as they are introduced and further consolidated.

The teaching sequence includes the following elements:



Pupil independent comprehension assessing the same skill.

This teaching sequence is completed over a series of daily 30 minute reading lessons.

Pupils from Year 2-6 record responses to questions in a discrete Whole Class Reading workbook.

Year 1 pupils aim to begin producing formal written responses by the end of the Spring Term. Prior to this, the Whole Class Reading structure is followed with a focus on verbal discussion of questions, texts and picture sources which are recorded in a class floor book. Year 1 complete additional reading and comprehension activities as part of their daily phonics work using the Little Wandle scheme.

Reading Content Domains and Related VIPERS

VIPERS relate to the Reading Content Domains, which are slightly different for KS1 and KS2. The main difference being in the S.

Sequence- KS1
Summarise-KS2

In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

KS1 Content Domain Reference	VIPERS
1a draw on knowledge of vocabulary to understand texts	Vocabulary

1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

KS2 Content Domain Reference	VIPERS
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non-fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

Time spent on each of the VIPERS should be generally weighted according to English Test Framework number of marks available for each content domain, alongside the needs of particular pupils / class. Vocabulary, Retrieval and Inference should be taught first, in this order, and continually returned to throughout the year. Alongside these, the remaining VIPERS can be introduced and balanced accordingly.

Reasoning for the weighting of content domain coverage in lessons comes from the following analysis of Statutory Reading Assessments.

Content Domain coverage in KS1 Reading Test

In the 2019 Reading papers 28% were 1d - inference questions; 58% were 1b – identify key aspects (retrieval); 15% were 1a vocabulary. The remaining percentages were split between prediction and sequencing.

Content Domain coverage in KS2 Reading Test

44% of questions on the KS2 2018 Reading paper were 2d – inference. 26% were 2b – retrieval and 20% were vocabulary based (2a).

In comparison, in 2019 42% were retrieval questions; 36% inference and 12% vocabulary. The remaining percentages were divided between prediction, sequencing and summary.

In addition to VIPERS, teachers make reference to APE (Answer, Prove, Explain) to support pupils in structuring written responses.

The Reading Journey

Each phase follows a 'reading journey' for each cycle which has been carefully planned to ensure that pupils are exposed to a rich and diverse reading curriculum. The aim of the reading journey is to ensure that by the time pupils leave Gorsemoor, they have been exposed to a range of fiction, non-fiction and poetry texts. This includes classics, modern texts, BAME (black and minority ethnic) texts, picture books and those by significant authors.

The texts outlined on the reading journey can act as the stimulus for Whole Class Reading lessons but may also be used as class readers and incorporated in lessons across the curriculum. The reading journey also contains texts used as stimuli for writing. Class teachers are encouraged to supplement reading journeys with linked texts and books of their own choice.

Text Type and Genre Coverage through Whole Class Reading

Over a half term, pupils are exposed to a variety of fiction, non-fiction and poetry texts as the stimuli for Whole Class Reading lessons. Many of these are taken from the Reading Journey for each phase; however, they may also include material related to a current event, picture and video sources and comics, newspapers or magazines. The Subject Leader monitors the range of texts taught through Whole Class Reading via lesson observations and work scrutiny.

Reading in the Classroom Environment

Classroom Reading displays are centred around a reading tree which contains a small library of books for each classroom. This includes a range of fiction, non-fiction and poetry texts of varying levels of difficulty so that pupils can access them independently during their reading for pleasure time in class. Books within each tree are rotated amongst classrooms, within each phase, each half term to ensure that pupils receive new reading material for their reading for pleasure time. The Reading Journey for that phase is shown around the tree and wall stickers reflect the teaching of VIPERS with key terminology displayed. They are referred to during lessons and independently by pupils to support their learning.

Home Reading Books

All pupils from Reception to Year 6 are provided with a reading book to take home which is changed once per week if below brown band and every two weeks above brown band.

Pupils are able to select a book of their choice, within their designated band, and record their book choices on an individual reading log. Pupils working through the Little Wandle scheme also take a Little Wandle book home.

Nursery pupils can take a reading for pleasure book home to share, progressing to a selected reading book in the Summer Term, where the class teacher feels this is appropriate.

Gorsemoor Primary School's home reading books are organised and colour coded according to the National Book Bands.

How book bands are designated

Teachers designate reading bands to pupils based on assessments completed in class. Initially this is based on the phonics sounds covered and then, following this, Book Bands are assessed using a running record for each band colour.

To encourage daily reading at home, all pupils from Year 1 to Year 6 have a reading diary which facilitates parent communication and involvement with pupil's home reading and rewards pupils for daily reading. They are expected to complete their reading diary 3 times per week.

In Reception, pupils are given a 'Rainbow Readers' log where they earn a coloured pin badge to wear on their uniform to show their reading achievements as they work through the rainbow record.

Additional home reading opportunities

Each classroom has a selection of recommended reads and 'top picks'. Pupils can select a book to take home from this box and complete a short book review on its return. The subject leader holds assemblies to promote these boxes and allow pupils who have read them to share their reviews.

Pupils can access a mini library containing books by selected authors which they can book out as an additional reading for pleasure book.

School Library

The school library is stocked with a wide variety of fiction and non-fiction texts. It also contains a designated area for the 'Gorsemoor's Greatest 100 Reads.'

Whole classes utilise the library for shared reading and reading for pleasure activities alongside their class teacher once per week during a 30 minute session.

From Year 3 – 6, pupils are able to enter the library on a rota at lunchtime to borrow books to take home. School librarians (selected Year 5 pupils) manage the library during this time.

Promoting Reading for Pleasure

At Gorsemoor Primary School we strive to encourage pupils to read for pleasure, both in school and at home. Staff foster a love of reading in school by ensuring that it is at the heart of all that we do.

Regular reading focussed assemblies, fayres and competitions maintain the profile of reading throughout the academic year and pupils are encouraged to take part in local and national events such as the summer reading challenge set by the library, with which we have a strong link and visit regularly.

Every class has timetabled Book Club time where pupils are able to access the classroom book corners and school library and where teachers read a selected text to pupils on regular basis. Each year group uses texts from their Reading Journey to share with pupils during Reading for Pleasure time. This ensures that pupils are exposed to quality texts specially selected for their age group. In addition to this, teachers are encouraged to choose stories, poems and rhymes that they love to share their own enthusiasm with pupils.

Throughout the year, a number of Reading events are held in school as outlined on the Reading Calendar. These include celebrating national events such as Roald Dahl Day, World Book Day and Shakespeare's birthday as well as independently arranged reading related activities and visits to the local library.

Reading in Other Subjects

“We believe that English is the bedrock of our curriculum. The ability to read unlocks a wealth of information across the whole curriculum and beyond, allowing our pupils to travel to far off places, discover endless fascinating facts and see the world from a different perspective.”

Reading opportunities are provided throughout the curriculum and allow pupils to experience the practical application of reading. Texts are carefully selected to ensure accessibility by all pupils. This may include the use of differentiated resources or mixed ability reading pairs.

Key vocabulary for each subject is either displayed in classrooms or on knowledge organisers within books, and are discussed prior to further learning.

Books related to current topics are displayed in book corners, in order to encourage independent reading to further pupil’s knowledge and understanding.