

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

Reading policy

At Herne we strive to deliver an exciting and engaging English curriculum which provides **all** children with the key literacy skills they will need, whilst enabling **creativity** and progression across the year groups. We attach great importance upon enabling **all** children to develop into fluent and confident readers, who love books. Staff sharing and being enthused about books has helped us to create a culture of reading for pleasure across the school. Learning to read is one of the most important life skills a child will achieve at Herne. We are passionate about making sure that every single child learns to read well, whilst also enjoying the stories, poems, information books that we have built into our curriculum, as well as developing an interest in words and their meanings. This is achieved through both interesting and inspiring lessons, ‘**weaving magic**’ (inspired by Sir John Jones). Whole class reading sessions develop the children’s understanding of texts by developing their knowledge and curiosity through working **collaboratively** in both class discussion and shared reading.

Introduction

The ability to read is fundamental to pupils’ development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies, depicted in The National Curriculum (2014), drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition. The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main areas:

- Word reading (Decoding)
- Comprehension (both listening and reading)

It is essential that, by the end of their primary education, all pupils will be able to read fluently, and with confidence, in any subject, in their forthcoming secondary education. Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter, that pupils come to understand how writers write and the special relationship which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils’ reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it.

Strategy for implementation

At Herne Junior School our English curriculum is based upon the National Curriculum requirements, which supports the teaching and enables the children to build on prior learning as they move through the year groups. We expose children to a wide range of high-quality reading material in our ‘link’ reading area, well stocked school library and in every classroom and we attach great importance to promoting these both in and outside of English lessons. In a bid to get all children reading by the time they leave Herne, we have a team of listeners who endeavour to help build up the ‘reading miles’ for each child. Adults from across the school community ‘adopt’ readers to focus on throughout the year, to ensure the expected progress is achieved. These sessions focus on the

key skills of reading and questioning and is guided using VIPERS: – vocabulary, inference, prediction, explanation, retrieval and summary, in order to improve comprehension skills, in line with the content domains. For those children who have been identified as needing further support with reading, a Compulsory Accelerated programme (CAP) is offered, this takes the form of a small group intervention before the beginning of the school day, where by the individual's needs are addressed encouraging them to work both **independently** and **collaboratively**, whilst engaging with a high quality text. Selected children are given the opportunity to partake in a computer- based reading programme - Lexia. This is a fun computer- based programme that builds on our classroom curriculum and focusses on developing reading skills in six areas; phonological awareness, phonics structural analysis, fluency, vocabulary and comprehension.

English lessons

In shared reading the teacher's role is to model the reading process to the whole class as an expert reader, providing a high level of support, to encourage children to be actively involved in reading in the moment. During shared reading the children can access a text which may be challenging to them individually. Reading skills and strategies are clearly modelled, and discussions should help children to gain a deeper understanding of the text. Shared reading has a specific focus and all abilities will be included in discussions by differentiated questions. Shared reading takes place within the English lesson and through the reading of information texts related to other curriculum areas. In shared reading, the Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral responses and high levels of collaboration.

Whole Class reading lessons

In Whole Class reading, the majority of the pupils will be reading the same text with differentiation of text type being used where necessary. This mirrors the expectation of the end of key stage tests where all children are expected to read the same text. It is important however, to support children who are not working at the expected standard, who will therefore need a less challenging text type or pre-read activities, which will support their access to the text. A range of Pre-read activities will be delivered in small groups outside of the Whole Class Reading sessions. Whole class reading sessions will include Vocabulary, Reading, Summarising, Reading aloud, Close reading and Comprehension style questions, which will cover all the VIPERS over a unit of work.

Home reading

We work in partnership with parents, so pupils develop a love of books and reading. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age. Encouraging children to read widely, in and out of school, across both fiction and nonfiction, helps to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading is regarded as a regular homework activity for all pupils. Parents and pupils are encouraged to respond to the books pupils read by using the home/school link book. There are also times when reading-related activities are used for homework. There is an expectation that children read a minimum of five times a week inclusive of Half terms. This will ensure the children will receive a Gold reading certificate. For those children who read more than this - 6-7 times a week – they will receive a platinum reading certificate and will be rewarded at the end of term with the Platinum reading treat which is organised by each year group, each term. We encourage children to read a variety of texts at home: Link coloured banded reading books, library

books, or other reading material. Children are expected to have their Link coloured banded book in school at all times in order to read this book to adults in school. As such a high importance is placed on reading in the National Curriculum (2014), and in particular fostering a love of reading, the children at Herne Junior School read real books to share at home for their home reader, which are selected from the link reading area, or as they progress a Library books. This allows them to read a rich and varied selection of texts. All children are able to borrow up to 3 link books at one time. At Parents evening teachers will discuss with the children and parents the importance of reading quality texts and some children may be encouraged to read their Link banded reading book more regularly in order to assist in the consolidation of reading skills needed. Children in Year 3 will also be given the option to use Bug club as a digitally banded book as an alternative to reading a physical book.

Book bands

Advancing through the levels.

All children enter the school on a book banded level. Children will only be asked to read their link book which is book banded in school and therefore this should be in school at all times. Children will be listened to regularly a minimum of: Daily – red, fortnightly - yellow, Monthly – Green. This will be recorded in the class reading folder. A range of questions will be asked whilst listening to a child read and the VIPERS question stems in each reading folder will be used to assist in this. Teachers and teaching assistants will regularly meet to cross-reference Star assessment and teacher assessments to make a judgement of the Book Band level for that child. Children will progress through the levels accordingly. Children will be encouraged to read a range of genres on each level and books with suitable content will be selected. In particular, those children whose chronological age is lower than their reading age will be assisted. Once children are deemed, ready to move from Dark Blue - on track Year 5 - then children will become a ‘Free reader.’ The children will be awarded a certificate and a list of recommended reads for their Year group. Children can then borrow books from the school or class library to read and these will be the books which will be recorded in the class-reading folder instead of the Link banded books, when they read to an adult in school.

Book Band Colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Lilac						
Pink						
Red						
Yellow						
Blue						
Green						
Orange						
Turquoise						
Purple						
Gold						
White						
Lime				On track		
Brown				On track		
Grey					On track	
Dark Blue						On track

Phonics

At Herne, we have implemented a synthetic phonics programme (Read, Write Inc.) to support Year 3 with their knowledge and application. The children invited to join the groups have been identified from their Year 1/2 screening test and baseline assessments carried out early September at Herne. The children are homogeneously grouped (6 or less) and work four mornings a week for 45 minutes on a focused phoneme. During the sessions the children have opportunities to: hear and pronounce the phoneme; grapheme-phoneme correspondence and write words and sentences containing the focus phoneme. The sessions will incorporate previously taught phonemes and are rigorous, fast-paced and fun.

Learning Environment

All classrooms have well-stocked book areas with fiction and non-fiction titles. Care is taken to ensure that a wide range of texts is available in terms of content, form and genre, e.g. texts which are accessible and challenging, texts which show cultural diversity and avoid stereotyping of race, gender and class. There are multiple copies of the recommended reads for each year group available in each classroom for children, who are Free Readers, to borrow. The learning environment also promotes reading in an engaging way. There is an abundance of vocabulary for the children to access. Lower down the school, the classrooms have displays with graphemes to support the teaching of phonics. In addition, pupils are made aware of the importance of print both inside and outside the classroom through the use of inter-active displays, notices, charts, posters, advertisements, signs, etc.

Library

All children regardless of Book band level will be encouraged to borrow from our well stocked library. The children will be encouraged to borrow one Fiction and one Non- Fiction book. There are a range of audio books which teachers can encourage those children who are reluctant readers to borrow. There is a list of recommended reads for each Year group and each teacher promotes these books during regular library visits. This also helps to guide those children who are struggling to find books/ authors they like.

Reading for pleasure

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Teachers of all year groups will find time to read aloud to their class on a regular basis, selecting books written by a variety of authors and reading a range of diverse material with an emphasis on selecting quality text as a priority.

Reading assessment

Assessment for learning is ongoing. The staff assess attainment in Reading every term and update Insight Tracker, using evaluations made against the reading domains and Whole Class reading sessions, written assessments of comprehension and independent learning the children have produced – either written or verbal. Star Assessment is also used in order to assess children's attainment. For formal testing within school see the assessment policy.

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.” — Dr. Seuss, I Can Read With My Eyes Shut!