

BODSHAM CHURCH OF ENGLAND PRIMARY SCHOOL

READING POLICY

At Bodsham CEP we aim to instil a true love of reading in all our children. We recognise that being able to read confidently is the most important life skill that children need to acquire at primary school and is essential to all future learning.

We aim to provide children with a wide range of reading experiences, using carefully selected accessible texts that ensure children enjoy the reward of seeing their reading skills build over time.

We work in partnership with parents to encourage children to read widely at school and at home for both pleasure and information.

Implementation of the reading curriculum

Bodsham's reading curriculum is structured by the Early Years Foundation Stage and the National Curriculum.

Development of children's early reading

We follow the Letters and Sounds Phonics Programme to deliver sequenced daily phonics lessons in Year R, 1 and 2 that build children's ability to hear, identify and use different sounds that distinguish one word from another in the English language. This knowledge is also used to help children know which letters to use when they are writing words.

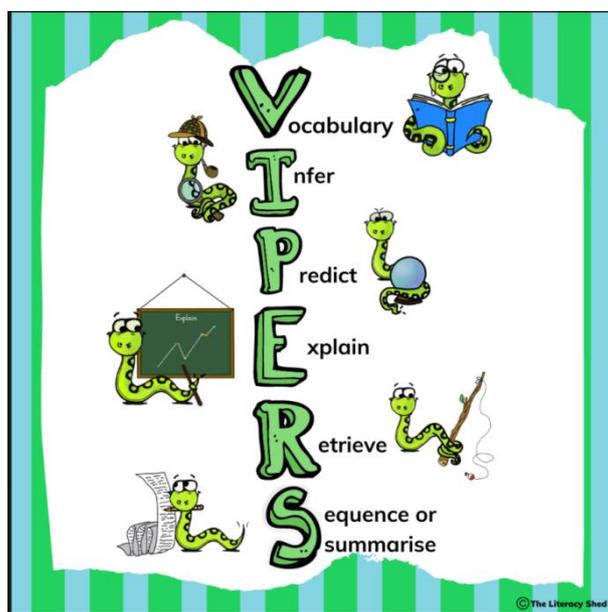
Teachers follow the sequence of teaching set out week by week in the Letters and Sounds phonics programme. Children are assessed termly against clearly defined expectations, so that any child falling behind can be quickly identified and supported.

While progressing through the Letters and Sounds programme, children will be given reading books that are carefully matched to their current phonic knowledge to encourage them to tackle texts using the decoding skills they have been taught.

As children enter Key Stage 2 they continue to be provided with a range of carefully graded reading material matched to their reading ability, until they are assessed as being independent readers. At this point children choose their reading books from the school library where different authors and genres are available to suit a range of interests.

Whole Class Reading

The range of domains set out in the 2014 National Curriculum is also taught in whole class reading lessons, daily. These domains are summarised by the acronym VIPERS:



Sequence is used in Key Stage 1 and **Summarise** in Key Stage 2.

Key Stage 1

KS1 Content Domain Reference	VIPER
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

Key Stage 2

KS2 Content Domain Reference	VIPER
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

In KS1 we base a lot of guided reading questions around the '**Retrieve**' VIPER and balance the other VIPERS appropriately.

In KS2, one session a week will focus on '**Vocabulary**'; three sessions will be based around '**Retrieve**' and '**Infer**' and one lesson will focus on '**Summarise**', '**Predict**' or '**Explain**'.

Teachers reading to children

To further develop children's love of reading and stories, each teacher will select a class text to read to the children. To ensure quality and progression, these texts are selected from the Pie Corbett reading spine which has been purchased. These texts are chosen to allow children to experience stories beyond their independent reading ability and further develop vocabulary.

Impact of the Reading Curriculum

The aim of all our reading teaching is to allow children to develop into independent readers who love books. In Years 5 & 6 children are given independent reading time where they are able to access the school library to read independently and according to their interests.

Assessment

Formative assessments

While children are on the Letters and Sounds Phonics Programme, they will be assessed termly to determine their progress within the current phonics phase.

Children in Year 1 – 6 will be assessed using the PiRA standardised tests in Terms 2, 4 and 6 to produce regular detailed gap analysis of their understanding across the reading domains to inform future planning of reading lessons.

Teachers use this information and graded VIPERS questions to assess children's understanding in reading throughout the year. Targets are set at the start of the year and formal teacher assessments of reading are entered into our Target Tracker system three times a year to track progress towards these targets.

Pupil Progress meetings take place three times a year to ensure teachers are planning appropriate support and provision for any child falling behind.

Summative assessments

In the summer term of Year 1 children will receive the National Phonics Check

Children at the end of Year 2 will be assessed using the statutory National Teacher Assessment Frameworks for Key Stage 1

Children at the end of Year 6 will be assessed using the statutory Key Stage 2 Reading SATS

Reading Policy updated: September 2021