



Policy for Reading

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Reading at Much Marcle C of E Primary School

“Books crowbar the world open for you.” – Katherine Rundell

Intent

Creating a life-long love of reading and books at Much Marcle C of E Primary School is our aim for every child who walks through our doors. It is our belief that every child should want to read for pleasure, not only while they are with us, but far beyond the school gates. We want to open up a treasure trove of wonder and joy for curious young minds. Every child needs to be given the tools to develop into an enthusiastic and confident reader. Reading improves language and vocabulary, inspires imagination and gives everyone the opportunity to develop and foster new interests.

Teachers nurture a love of books by placing reading at the centre of the curriculum, introducing new texts with enthusiasm and enjoyment, promoting a sense of wonder and expectation as the text is explored. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

At Much Marcle we intend:

- for children to become enthusiastic and motivated readers
- to develop children’s confidence in reading a wide variety of genres and text types
- for children to have the skills to decode words in order to be able to read fluently with understanding of what they have read
- to encourage a love of literature and an enjoyment of reading for pleasure - to use reading to provoke thought within children

Implementation

At Much Marcle the teaching of reading is developed through two distinctive, yet intertwined topics: phonics and comprehension. Both aim to develop competent readers, yet both require a different approach.

Phonics

Throughout the Early Years and Key Stage 1, children engage in daily phonics sessions. Using the programme ‘Read, Write Inc.’ along with high-quality additional resources, children learn 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letters. High frequency words that are not phonetically decodable are taught as ‘tricky’ red words and are practised frequently.

Our phonics curriculum map gives a clear step-by-step guide of progress for our children, ensuring they can practice and consolidate their skills. This allows children to quickly become confident and independent readers. Once reading fluently and effortlessly, they can put all their energy into comprehending what they read.

Comprehension

Developing Talk:

At Much Marcle we understand that language comprehension is not just about reading itself but, rather, the way in which we make sense of words, sentences and wider language we hear or read. Our children develop language comprehension through talking, listening to and talking about stories and by learning poetry and songs.

We have created a language-rich environment in which the spoken word is a priority and we understand the importance of interaction between children and adults. These back and forth interactions involve the adult:

- thinking out loud, modelling new language for children
- paying close attention to what the children say
- rephrasing and extending what the children say
- validating children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary
- extending children's vocabulary and explaining new words
- asking closed and open questions
- answering the children's questions
- explaining why things happen
- deliberately connecting current and past events ('Do you remember when....?')
- providing models of accurate grammar
- connecting one idea or action to another
- helping children to articulate ideas in well-formed sentences

Through the use of 'Learning Partners' our children practise their skills of listening to, talking with a partner and giving feedback to the group. This encourages them to discuss a question, problem or idea using vocabulary and stem sentences which have been modelled by the teacher. We also use a 'No Hands Up' policy within classrooms to ensure all children are given the opportunity to be heard and to encourage talk amongst those children who may be lacking in confidence.

Reading and Comprehension:

At Much Marcle we follow the Oxford Reading Tree for reading and our children are given the opportunity to develop their own personal love of reading through a range of high quality fiction and non-fiction books. Children are regularly assessed in reading and are moved through the reading levels based on their reading word level, fluency and comprehension. In reception and KS1 we encourage the children to

engage with a text three times. The first read is to decode, second read is to develop fluency and the third read is for comprehension. Parents are given comprehension questions to support with reading at home.

Our children are encouraged to challenge themselves with their choice of material and to discuss books. Whole class, shared reading forms an integral part of the day and is an opportunity for children to listen to and engage with books from a diverse range of award winning authors and cultures, modelled with excellence by skilled staff.

In Key Stage 1, high quality, one-to-one reading sessions are used weekly to develop word recognition, fluency and understanding. All children in KS1 and KS2 have a reading diary that teachers and parents write in to help create a clear link between home and school.

At Much Marcle, we use the acronym VIPERS to aid the recall of the 6 reading domains as part of the National Curriculum. VIPERS stands for:

Vocabulary

Inference

Prediction

Explanation

Retrieval

Summarise

By using the VIPERS acronym, we ensure that teachers ask, and students are familiar with a range of comprehension questions. They allow teachers to track the type of questions asked and the children's responses to these which allows for targeted questioning.

This is what it looks like:

Reception and KS1

Word reading:

- High quality texts are chosen linked to topics, where possible for whole class teaching
- Children have access to the RWI book they are currently reading in school to encourage fluency and comprehension.
- Alongside the RWI book, children will receive a Book Bag book based on the sounds the children have learned to encourage wider reading.
- Half-termly RWI assessments to group the children

Language comprehension:

- We decide the books that are enjoyable to read to children.

We select:

- Stories that elicit a response: curiosity, anger, anxiety, excitement, amusement
- Non-fiction either connected with something that we are teaching or something the children might be interested in
- We make sure we have read books ourselves before reading it to the children so that we share our excitement with the children and children are excited about the text
- We read stories to children with love, confidence and enjoyment. All language comprehension skills are objective based taken from whole school progression of skills
- Explicit reading comprehension sessions happen in Year 1 and 2

KS2- Reading Champions

Word reading:

- High quality texts are chosen linked to topics, where possible, so as to provide more meaningful learning
- Oxford Reading Tree books are stored in a central location for children to choose 1 levelled book to ensure progress and 1 wider reading book of choice to enthuse a love of reading
- Children read out loud in class so that the class teacher can monitor progress.

Language comprehension:

- All language comprehension skills are objective based and taken from the whole school progression of skills
- We talk to children about what they are reading and engage them in conversation about characters, plots, themes, etc. We then promote similar authors and books by the same author

Key Stage two have a reading champions Ethos they follow a five-day plan focusing on key comprehension skills.

<u>Reading Champions</u>		
<u>Day</u>	<u>Lesson Focus</u>	<u>Structure</u>
Monday	Vocabulary & Teacher Reading	<ul style="list-style-type: none"> • Introduce new vocabulary (4 – 5 words maximum) • Match words to their meaning/synonyms/pictures. • Practice using the words orally in sentences. • Introduce the text – teacher reading aloud – stopping to discuss language patterns and ideas, thinking out loud about the content of the text, commenting on an unexpected plot twist, sharing a key piece of knowledge, for example briefly explaining the historical context to an event. • Teacher modelling reading with expression
Tuesday	Teacher Modelling (create a mental model) & Questioning	<ul style="list-style-type: none"> • Teacher might model how ideas in the text and ideas from pupils' background knowledge are combined to make meaning. • Show to how to decode the unfamiliar word and then explain its meaning • Comment on and consider the impact of specific words or phrases • Model how a skilled reader fills in the gaps as they read.
Wednesday	Pupils Reading	<ul style="list-style-type: none"> • Recap on vocabulary • Children reading in pairs taking it in turn to read a sentence, paragraph, page or whole text to each other. • Children who read at the same level might share a text or more fluent readers might read to those who are less fluent. • Children need to be clear on what their role is especially when listening. For example, are they listening to offer feedback on their partner's reading or concentrating on the meaning of the text?
Thursday	Modelling Comprehension skill	<ul style="list-style-type: none"> • Teacher models by thinking out loud, highlighting key information in the text, skimming and scanning etc. • Children work in pairs or small group to answer a questions
Friday	Focus questions and VIPERS	<ul style="list-style-type: none"> • Discuss answers as a class • Share good examples

How do we support in reading?

- Use of coloured overlays / paper for preferences
- Fred talk for decoding
- In Reception / KS1 Read, write inc assessments group children accordingly
- We use teacher and self-assessment to quickly identify any child who requires additional support, then a daily reader list is put in place.

For children who require intervention in addition to main class teaching:

- Children are assessed on entry point
- Clear expectations are highlighted for end of intervention
- Small group / 1:1 adult support then put into place
- Nessy

How do we challenge?

- Read, Write, Inc assessments ensure children are accurately grouped
- Assessments ensure children are at appropriate level
- Greater depth children in KS1 make links between the book they are reading and other books they have read
- Greater depth children in Year 6 have opportunities to work in small groups with a teacher to further challenge their reasoning and comprehension

Assessment:

Assessment for RWI groups happens on a half termly basis by the Reading Lead. An online assessment tool is used to support staff in grouping the children linked to their phonetically understanding. Daily assessment happened during RWI sessions during the speed sounds section. Termly written comprehension assessments happen to assess the children against age related expectations. ORT assessments are used termly to ensure children are on the correct reading level.

School Library:

At Much Marcle we have a well-resourced and organised library where children can independently choose an age appropriate book at their level to read in school and at home. There is a superb variety of reading material available including fiction, non-fiction, picture books, poetry, topic books from which the children can find a book to fall in love with or to further their interests.

Book Corner:

Each classroom has a well organised book corner in which books are rotated each term to offer children different options. There is a wide range of reading material available including newspapers, magazines, comics, poetry and non-fiction, as well as fiction.

Reading for pleasure:

Children across the entire school are given 'Reading for Pleasure' time daily between 1.15 and 1.30. The children listen to their class teacher reading an engaging and exciting story they may not be able to access themselves. This is often chosen by the class or linked to topics. This is to aid a love of reading and allow children to access books with a wider range of vocabulary.

Old and Bold/ New and Gold:

Classrooms are displayed with two signs. Old and Bold and New and Gold. Old and Bold being older books that are classics and stories well known to most children. New and Gold being books that are more modern that the children enjoy but also books that challenge stereotypes and link to our society today.

Mirrors and Windows:

We have a selection of newly purchased books and books in our library and classrooms to choose to read to the children or the children can take home. These books like lots of books are Windows- open children's eyes to the wider world, and Mirrors- mirror own lives, thought, feeling or situations. These books are discussed and read with the children to give them a wider reading experience and to reflect the world we live in.

Reading Buddies

On Friday afternoons our older children in KS2 are paired up with our younger children in KS1 and Reception to read together. This helps to model good reading and promote and enjoyment of reading from an early age.

Impact

- Confident children who can talk about what they have read
- Children who are enjoying their learning in Reading sessions
- Depth of understanding/application in different reading skills
- Children ready for the next step in education
- Fluent readers who can comprehend

- Children will be able to transfer the taught skills into their reading and writing
- Children who love reading!

Reading Ministry:

We have a reading ministry as part of our school parliament. These children have been chosen to foster a whole school ethos to enjoy reading. These children have been selected to look after our school library, create a reading newsletter, help set reading challenges. This gives them a feeling of responsibility and working with the Reading Lead helps to foster a love of reading and create the best reading environments possible.