



**WARREN
WOOD**
PRIMARY SCHOOL

Reading subject policy

Key Document Details:

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Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

Our Vision

To be the most respected family of schools - trusted to provide the highest quality of educational experiences in our communities.

We believe that by working together, rather than in isolation, we can accelerate school improvement and embed our vision in our academies. In working and collaborating towards our common strategic objectives, we can create more opportunities for lifelong success for our students.

The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

Put simply we strive to:

- Develop and retain the best employees that know how to provide the best educational experience

- Support, motivate and reward our employees to go above and beyond for our students
- Be responsive to our students' and employees' needs so they are prepared for a rapidly changing world.

Our Mission

We want every one of our students, teachers, or Governors to be the best that can be. We will work tirelessly to support them to reach their potential.

Reading at Warren Wood

At Warren Wood, we believe that reading is a continual journey throughout life and that it builds on the range of experiences and knowledge that children bring to school as well as learn in school. Children learn best when they are actively engaged in the process of constructing meaning which is the key purpose of reading. Books are carefully selected and interwoven throughout our curriculum.

Our school helps children to develop a love of reading and books. We support pupils to learn to use a range of reading strategies and develop their ability to articulate and write what they have read.

As children's knowledge of the alphabetic code, automatic recognition of words and awareness of punctuation increases, they will read with greater fluency. Teachers recognise that children's personal experiences and their command of language and knowledge of text have a direct impact on comprehension and interpretation. Their grasp of vocabulary and their ability to use their increasing knowledge of grammar and text structure further enhances children's comprehension. Children explore the text's purpose, its language and features, themes and ideas and they make connections with their own experiences.

Our aims are for all children to:

- Become fluent, confident and expressive readers regardless of background, needs or abilities;
- Read with enjoyment across a range of genres;
- Read for pleasure as well as for information;
- Read and respond to a wide range of different types of literature;
- Understand the layout and how to use different genres and text types;
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy;
- Build their bank of sight words to enable fluent reading;
- Have an interest in words and their meanings, developing a rich and varied vocabulary;
- Understand and respond to literature drawn from a range of cultures and literary heritage.
- All pupils, including the weakest readers, make sufficient progress to meet or exceed age related expectations.

Curriculum – Guided Reading

Reading deserves pride of place throughout the school curriculum. We want our entire school community to love and celebrate the power that books contain, as the enrichment



that books bring to a child's knowledge, character and cultural awareness cannot be overstated. We believe reading and books narrow the gap between our pupils and allow them to access the world around them with increased confidence.

By placing a key focus on teaching reading, children are given the chance to discuss and share high-quality texts, whilst building a toolkit of strategies and techniques in order to help them become independent learners with a passion for books a love of reading and a gateway into the world around them without prejudice.

Early Reading In the Early Years Foundation Stage (EYFS) and Year 1, teachers follow the systematic synthetic phonics (SSP) programme, Twinkl. Teaching daily phonics is main focus as the route to decoding. Children practise early reading with fully decodable books three times a week with a focus on decoding, reading with expression and intonation (prosody) and reading for comprehension. Classrooms provide a print rich environment which motivates children to read. The children have access to a variety of texts, including fiction, non-fiction, poetry, play scripts, environmental print, instructions and media texts which reflect their needs, interests and lived experience.

At Warren Wood, we use VIPERS as a whole class approach to teach reading skills from Y1 upwards, which equips pupils with the necessary skills to be successful readers. It focuses on building fluency and embedding comprehension skills with direct, taught sessions. Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS, which were created by Rob Smith (The Literacy Shed).

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence (KS1) or Summarise (KS2)

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

We encourage children to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or an adult and then writing their best answer, working individually and then editing their answer accordingly after discussion or orally discussing 1 or 2 of the questions and writing down the others working individually.

During this reading session teachers focus on specific children during the session, this may mean hearing them read individually whilst others are reading independently, in pairs or

groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on NC expectations and how they are performing relating to the specific content domain.

Reading for pleasure

In addition to our VIPERS Guided Reading sessions, children who have a secure knowledge and application of phonics, will access Accelerated Reader (AR) texts.

AR helps teachers track pupils' independent practice and progress with reading. It's not specifically designed for pupils with learning and attention issues. However, teachers can use it to help guide struggling readers to books they can read successfully.

The program doesn't teach reading skills and strategies. It's intended to encourage pupils to read independently, at their own level and pace. The idea behind AR is that pupils enjoy reading more when they can select their own books. (The program has more than 150,000 titles to choose from on its BookFinder list.) Each book has online "reading practice" quizzes, which you may hear referred to as "AR tests." Teachers use these quizzes to track each pupil's progress and set appropriate goals for each.

Assessment

Teachers continually assess reading and track children's progress. Phonics testing is frequent and rigorous – please see our phonics policy for more detail. Reading Practice/Guided reading sessions and VIPERS sessions are carefully planned to meet the needs of the group and develop all aspects of their reading. Each child is individually tested and given a reading level (ZPD) and age at the start of Terms 1, 3 and 5 following a STAR reading test on AR.

There are additional assessments in terms 2, 4 and 6 in Years 2, 3, 4 and 5 using the standardised Rising Stars assessments. Gaps and misconceptions from these tests are then covered in subsequent reading sessions. Past SAT's papers are used for assessment purposes in Year 2 and 6. Running records are also used where appropriate to assess individual reading. Progress and attainment in reading is a key part of Pupil Progress meetings. In Key Stage 2 some children will still require phonics teaching and ongoing assessment.

Home Reading

Home reading is essential and is at the heart of our homework contracts with pupils and parents. Early and Developing readers are expected to read at home to an adult daily. This is recorded within their reading record log and monitored closely by class teachers and teaching assistants. Our more fluent readers in KS2 are expected to read at home independently or to an adult regularly and update their reading record log, as well as regularly completing AR quizzes on books they have read. Regular home reading and updated reading logs are an essential part of our homework expectations.

Supporting SEND Children Across the Curriculum including the Evergreen Centre.

We adapt the curriculum and learning environment for pupils with SEND: Warren Wood Primary Academy & Evergreen Centre prides itself in being inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is

felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

1. Ensure that all pupils have access to the school curriculum and all school activities.
2. Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
3. Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
4. Assess arrangements are considered and monitored by the SEND Team.
5. Pupils to gain confidence and improve their self-esteem.
6. To work in partnership with parents/ carers, pupils, and relevant external agencies in order to provide for children's special educational needs and disabilities.
7. To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical, or emotional)
8. To make suitable provision for children with SEND to fully develop their abilities, interests, and aptitudes and gain maximum access to the curriculum.
9. Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
10. To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
11. To give every child the entitlement to a sense of achievement.
12. To regularly review the policy and practice in order to achieve best practice.
13. To ensure that we provide a language-rich environment and use resources such as Widgit to create communication boards for some pupils.
14. Lessons are adapted as appropriate to ensure that every child can reach their potential in speaking and listening, reading and writing.
15. Abridged or simplified versions of texts are used to support understanding.

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, and resources and plan different levels of work in the classroom to cater to the various ways children learn.

As a school we will persistently strive to:

- Expose our children to a stimulating range of books and texts.
- Provide a range of reading experiences including individual, paired, whole class shared and guided reading opportunities.
- Involve and encourage parents in the reading process as much as possible.
- Ensure reading is both structured and enjoyable.
- Use record keeping and regular assessment to monitor progress.
- Provide timely support for children who are at risk of falling behind or who have Special Educational Needs.
- Supply engaging texts that are age related with appropriate yet challenging vocabulary
- Encourage independence through the development of a variety of reading skills.
- Challenge our children to become confident readers with a true love of books.
- Present reading as a lifelong skill, something to treasure and not to fear or be seen as a chore.

