



Villa Real School
together we achieve

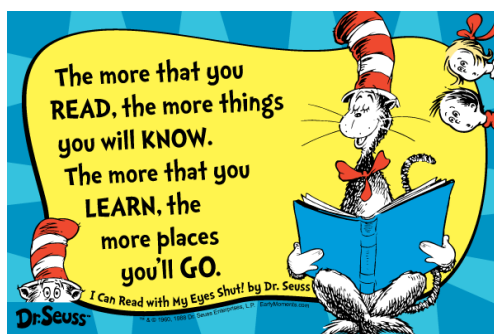
Reading Policy 2024

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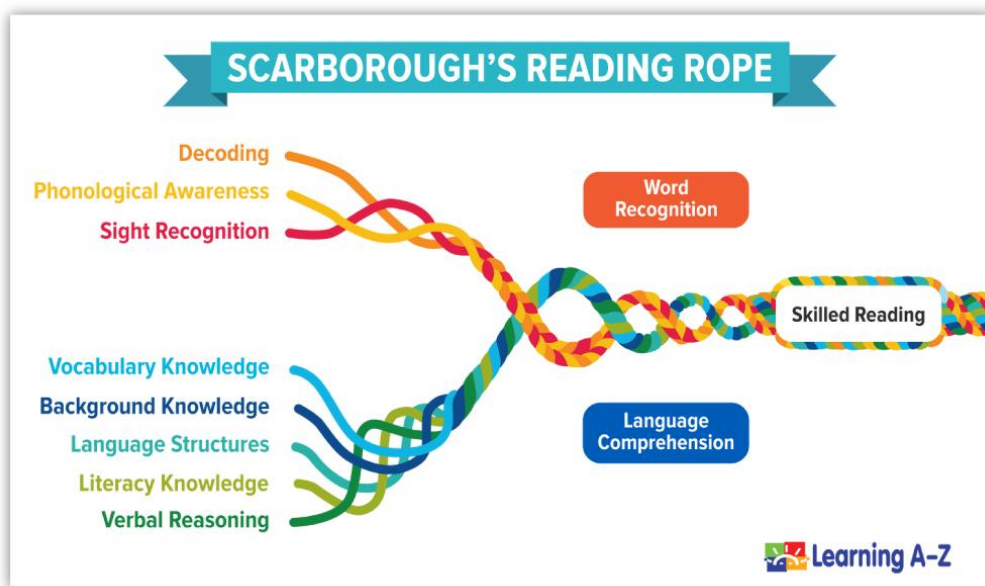
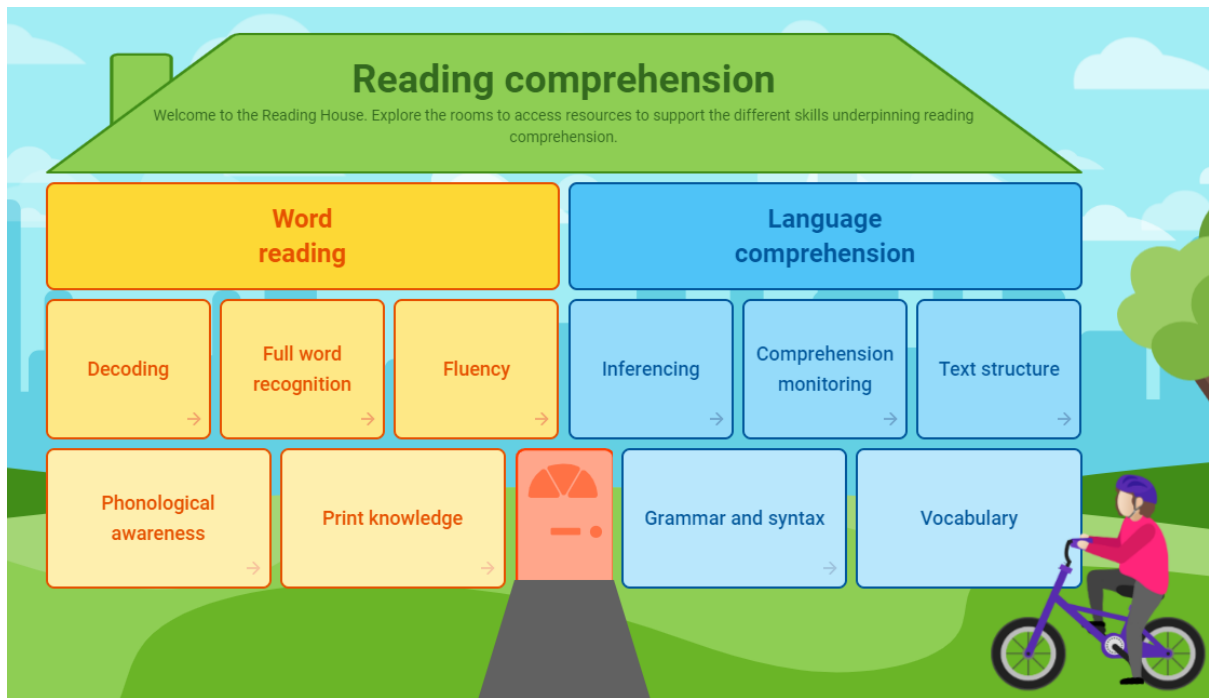
Reading is the foundation stone of all knowledge.



The teaching of Reading at Villa Real School aims for all of our pupils/students to make progress against their unique starting points, with the ultimate aim of making all of our pupils/students 'readers'. Pupils/students will be taught to learn to read, and then to read to learn.

As a school we are committed to continually raising standards in Literacy, to ensure the highest standards of reading and literacy for every child by providing them with the skills necessary to read with confidence, fluency and understanding, within school and in the wider world.

We aim to ensure a balanced mix of approaches to reading so that our pupils/students achieve the skills required, a positive attitude, confidence as well as interest and a life-long love of literature and books and the ability to live as independently as possible. Our sequential reading scheme is based upon ensuring the foundations of reading comprehension, set out in the EEF's Reading House and Scarborough's Reading Rope.



Overview of Reading at Villa Real –

- 5 hours of pre-Phonic, Phonic, Literacy/English lessons every week
- Daily reading
- Daily times to be read to
- Book bag books / digital books via eBook library linked to Phonic ability
- Library books for pleasure
- Reading throughout the day and in every subject
- Development of vocabulary and sight vocabulary
- Overview of etymology
- Development of comprehension

Developing Reading skills.

Teaching strategies are carefully employed that recognise children's needs in each phase. Positive attitudes to reading are fostered through carefully designed teaching activities and classroom provision. The need for children to enjoy reading and actively choose to read for different purposes informs this provision. Teaching activities promote children's abilities to decode written language at word and sentence level, and to search for meaning in the text. Teaching activities also reflect the need for children to engage imaginatively with texts, empathise with characters and develop their specific interests in the world around them through their reading.

A variety of teaching strategies are employed to teach shared, guided and individual reading. The Launchpad for Literacy Framework plot the foundations required in auditory attention and memory for successful phonological awareness and then onto our chosen Systematic, Synthetic Phonics programme, Read Write Inc. (RWI) RW Inc. scheme materials are used in both independent and guided reading sessions. These texts are supplemented by a broader range of graded reading materials that provide access to different sentence structures, lay-out and styles of writing.

Teaching strategies

Reading development is mapped out in a sequential way.

- Phonological awareness – children typically learn to manipulate whole words before moving on to individual sounds.
 - Word level manipulations; Blending syllables, segmenting syllables, rhyme detection, rhyme production.
 - Beginning and ending sounds; alliteration, final sounds.
 - Sound manipulation skills; blending sounds, segmenting sounds, manipulating sounds in words.

- Phonics

Systematic teaching through RWI programme.

- Fluency

- Audio-Assisted Reading
- Choral Reading
- Paired (or Partner) Reading
- Shared Reading

- Timed Repeated Readings
- Being read to

- Vocabulary
 - List-Group-Label
 - Possible Sentences
 - Semantic Feature Analysis
 - Semantic Gradients
 - Word Hunts
 - Word Maps
 - Word Walls

- Comprehension
 - Anticipation Guide
 - Verbal Reasoning
 - Concept Maps
 - Concept Sort
 - Exit Slips
 - First Lines
 - Inference
 - Inquiry Chart
 - Jigsaw
 - Listen-Read-Discuss (LRD)
 - Paragraph Shrinking
 - Partner Reading
 - Question-Answer Relationship (QAR)
 - Reading Guides
 - Reciprocal Teaching
 - Story Maps
 - Story Sequence
 - Summarising
 - Think-clouds

- Think-Pair-Share
- Visual Imagery

EARLY READERS

From the start of their school experience in EYFS, children are immersed in a world of literature with books chosen to stimulate their imagination. Children are introduced to the conventions of books, left to right, regarding the illustrations as an integral to the story, turning the pages singly etc.

The use of stories and rhymes is key at this point. Children are encouraged to act out well known tales and join in with a repertoire of nursery rhymes. There is a very strong focus on listening to familiar stories and puppets, sensory props and role play help to bring these alive. We provide a reading rich environment beginning with the children's own names and including the use of captions, labels and instructions.

Home support is encouraged with Book Bag Books / digital books through an e-library which include high quality texts and helpful questions which allow parents to be involved in their child's learning. As the children progress and become more confident, individual home readers are provided with parents being encouraged to read daily with their child and communicate with school through comments in a reading diary.

Quality literature which is age appropriate, and the use of big books continues to be a stimulus for topics, role play and early writing. Throughout this early reading phase, the teaching and application of phonics is key. The children are taught to tune into sounds which they hear in both the classroom and outdoor environment. They learn how to listen through story, games, rhymes and talk.

The Launchpad for Literacy Framework supports teaching of the foundations of all literacy, including reading readiness and sequentially develops pupils/students pre-phonetic skills. The Read Write Inc scheme is used to teach phonics, as well as sight words.

DEVELOPING READERS

As the children progress in their reading they build a growing sight vocabulary. This and their ability to segment and blend sounds develops their reading skills. At this point they start to become readers for meaning and have more of an understanding of what they read. Children are taught to retell, sequence, predict and question as part of the reading process.

Comprehension work becomes a key feature of both guided and independent reading. Children are taught how to find evidence in a text and begin to use inference to show their understanding. Each child continues to take home a levelled reading scheme book with a reading record. Parents are encouraged to enter into a dialogue with school through this log which is a valuable tool. Read Write Inc lessons continue as the children move through the scheme. Regular assessment ensures children who are not working at an appropriate level can have access to additional phonics sessions and reading interventions.

Children may borrow books from our library to take home to foster a love of reading. We also ensure that each classroom has an inviting book corner with a carefully selected range of books and genres. Digital books and quizzes are accessible for all learners at Villa Real School.

FLUENT READERS

Children continue to take home a reading book and are heard reading in school daily. Reading comprehension skills are increasingly taught and cover a wide range of activities including answering questions related to the text, using inference and deduction, predicting, summarising and discussing language meaning, choice and effect. The children have experience of completing more challenging comprehension tasks alongside the teacher and then independently. These more experienced readers are encouraged to use their knowledge of books to enhance their writing and language choices.

Both oral and written book reviews are undertaken to encourage a desire to widen their reading experience. Children are also encouraged to read books from the individual class book corners and Library.

Developing reading skills in most able readers

The higher order reading skills must be taught and should not be confined to the Literacy/English lessons alone. The opportunity to read texts from different media, to research, investigate, to sift, select and take notes from text, to question, challenge and look for bias in texts, to scan and skim for project information and use this purposefully can be found in many different subject areas.

As soon as children can read we aim to support them in their need to become independent, helping them to develop prosody, including development of fluency, expressiveness and critical awareness. It is important

that older, more able children still share books appropriate to their age and interests.

Creative teaching sequences enhance our teacher's planning and ensure links are made throughout the curriculum.

Classrooms and the Library

The organisation of the classroom is essential to promoting interest, independence and enthusiasm as well as the necessary skills, concepts and knowledge to progress in reading. To help promote this the library, mobile library trolleys and classrooms will be organised to provide:

- A book area where auditory skills can be developed, stories can be enjoyed, shared reading can take place and independently reading with listening games being part of the learning.
- All pupils and students will read every day and be read to every day.
- A multi-sensory approach to learning.
- Interaction between reading, talk and writing.
- Opportunities to see, read and write core vocabulary as well as familiar nouns, labels, captions and pupil names.
- Dedicated sessions to teach pre-phonics and phonics.
- Resources to support letter sound awareness and Phonological Awareness.
- Opportunities to engage in play writing and reading through relevant literature linked to topics or role play areas.
- Opportunities to explore and enjoy poetry and rhymes, through a variety of different ways such as ICT, games, PE, music, art.
- Computer programmes to support visual and spatial awareness, core vocabulary recognition and phonic awareness.
- Enthusiastic staff to share books with the children, making curriculum links through literature.
- Access to a well-stocked library with a wide range of high quality texts. Timetabled session to visit and enjoy the library, and library trolleys that can be taken to the classrooms or enjoyed within the hall.
- A home school reading record to share with parents to comment on the child's learning.
- In addition, carefully selected home school reading books matched to the children's level in the RWI. programme.
- The teaching of reading through interactive ICT resources as well as texts with particular emphasis given to rime and onset, alliteration, phonological awareness, visual discrimination, sequence and prediction skills.

- Meaningful records that help build up a picture of the child as a reader, identify their strengths, weaknesses and determine the appropriate teaching strategy for individuals.