Isaac Newton School Reading Policy

We know that reading is one of the most important skills that our children will ever learn and that is why reading is at the heart of our school. At Isaac Newton Primary School, we ensure that the children have lots of opportunities to read at school and we promote a love of reading in as many ways as we can.

Every class has a well-resourced book corner with age related texts for the children to read. These are rotated so that the children get to read a wide breadth of genres throughout the academic year. Each year group also has at least 6 books that they study in detail across the school year. These books were chosen for a variety of reasons including genre, topic related or by author. We have a school library that the children can access throughout the week.

Every opportunity is made for the children to be inspired by books, whether it be through authors visiting school or trips to see how books are made. We have strong links within our local community to support our children through new books and volunteers to hear them read.

The children's views on reading are important to us and our school council feedback ways in which we can support and further develop a love of reading at school.

Home support

Even though children are more confident and fluent readers by the time they reach KS2, reading regularly at home with parents or carers still makes a huge difference to children's reading ability and helps to develop an enthusiasm for reading and life-long love of books. Parents are encouraged to read daily with their child and to communicate with school through comments in a reading diary. We also have a number of parent volunteer readers who come into school on a regular basis to hear children read their books.

Class Novel

Each KS2 class has a daily time allocated to reading their class novel. This is where children listen to a range of books being read aloud. This can be done by the class teacher, teaching assistant, a child or audio books read by the author. At Isaac Newton, we feel it is important to allow the children to hear books being read to them regularly so that they can follow what is being read as well as listen for expression and change in tone.

Individual books

After the children move into KS2 (Year 3-6) the children follow one of two pathways; we use the Renaissance Accelerated Reading Programme for children who are at age related expectations but those children who are below where we would expect follow a different reading scheme (Oxford Reading Tree) until they are ready to move to Renaissance reader, where all books are banded into different levels. Time is allocated each day for the children to read their books and complete a short quiz when they have finished it. The quiz assesses what the children have understood about the book they

have read. Teachers regularly asses the children's reading before moving them on to the next level. We can monitor the children's progress throughout KS2 using the scheme's diagnostic reporting system which can be accessed at an individual and whole class level, we can track the number of books each child has read and their level of basic comprehension.

On a weekly basis, children are also given the chance to read individually to the class teacher, teaching assistant or volunteer reader. The children are encouraged to read at every opportunity to help develop their fluency.

Whole Class Reading

In KS2 the children are the taught skills for reading through an age appropriate class text. The skills built on daily are VIPERS and these help to support comprehension. Objectives are taken from the National Curriculum but also a VIPERS progression grid so that skills can be built on.
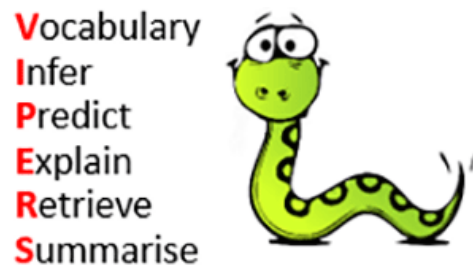

Policy Date: September 2020

Listening to children read at Isaac Newton School

Before reading the book

- If it is the first time the child has read the book, look at the cover and title with them to predict what they think the book might be about. Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book and read the blurb.
- If the child has already read some of the book, recap on the story so far. *Are the children enjoying the book? What has been your favourite part?*
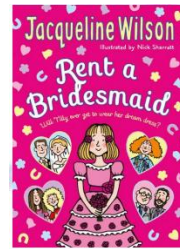
During Reading

- Encourage children to track the words with their finger or use a ruler.
- Help the children to decode (read) the words and ask them about the meaning of more challenging words.
- A child who is still blending might do this for each word. If so encourage them to read the sentence a second time to see if they can read it without blending.
- Ask children about the content of what they have read – **who, what, where, when, why, how?**
- Model how the sentence or page should be read so the child can hear expression in your voice. This could be the adult reads a page and the child reads a page. The adult can model their thoughts when reading- *" I think…… because…"*

To <u>decode</u> difficult words I can

Cut the word into syllables.
E.g. "en – joy – able"

Sound it out.
E.g. snail in the rain
make a cake

Cover up the word and keep reading. Then, go back and work out what it could be.

Use the pictures to help me.

Look at the first letter for a clue.
cup of t

To <u>understand</u> words I can

'Kung Fu Panda' the word!
Spot a word inside a word to help.
E.g. "enjoyable" – <u>joy</u> – happiness

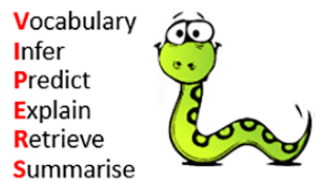Cover up the word and keep reading. Work out what is could be.

Use the pictures to help me.

CL   If it has a CL we don't need to know what it means, because it is a name.

In the classroom the children will be using **VIPERS** to support their reading. Here are some examples below.

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

Retrieval

- Engage in comprehension monitoring – does your child understand what they have read?
- For retrieval questions the answer is in the text.
- Children need to skim and scan for key words using their magic finger.

Inference

- Children have to search for hidden clues in the text (often show not tell e.g. her mouth dropped open).
- Relies on own understanding of world / experiences and on understanding of language.

Prediction

- What might children predict?
- Do you think Rachel is likely to go swimming again?
- Will Rachel listen to her grandmother in the future?
- Do you think Rachel and George will remain friends?
- Why? How do you know?

Growth Mindset

All readers make mistakes. This is how we learn. Encourage a growth mindset with the child by praising them for recognising their mistakes and trying to fix them. 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?