



READING POLICY

READING AT DIAL PARK

OUR INTENT

- To develop enthusiastic and confident readers who can understand and critique a wide range of texts and in doing so, be able to access all areas of the curriculum.
- That all children will read many genres of books, including those that are diverse and culturally rich, for interest, information and enjoyment.

IMPLEMENTATION

What do we do?	How do we do it?	Why do we do it?	Where do we do it?
Phonics	See Appendix 2.	See Appendix 2.	EYFS – UKS2
Footprints and clouds	First 200 high frequency words for children to work their way through until they can read them on sight.	To develop automaticity and fluency in reading.	EYFS KS1
Independent reading	Children have a reading book at an appropriate level to take home, together with a reading record book, and have regular opportunities to read.	To build confidence, stamina and fluency, as well as develop experience of a range of books and authors.	EYFS KS1 LKS2 UKS2
Comprehension	Targeted questions about a picture or text using a VIPERS (Vocabulary, Inference, Predict, Explain, Retrieve, Sequence/Summarise) approach.	To develop children's ability to comprehend in line with reading content domains.	KS1 LKS2 UKS2
Fast Phonics	Children have an individual login; teacher selects correct level for child.	App for children to consolidate and practice recognising segmenting and blending sounds they have learnt.	EYFS
Reading Eggs	Children have an individual login to access lessons, which can also be set by the class teacher. Children can access this at home and in school. The lessons are matched to the child's ability following an assessment test.	It develops vocabulary, comprehension and fluency at the child's own level.	From Year 1 until children are ready to transition to Bedrock

Reading Eggspress	Children have an individual login to access lessons, which can also be set by the class teacher. Children can access this at home and in school. The lessons are matched to the child's ability following an assessment test.	It develops vocabulary, comprehension and fluency at the child's own level.	From moving off Reading Eggs until ready to transition to Bedrock
Spellzone	All children follow their own pathway after a short assessment. This can be accessed at home and at school.	To help children with spelling through subject - specific and bespoke spelling lists at their own level. Teachers can also create their own spelling lists.	Year 2 - 6
Bedrock Vocabulary	All children follow their own pathway after a short assessment. This can be accessed at home and at school.	To increase children's vocabulary, at their own level, so that they can gain more meaning from books.	Year 4 – 6

Reading Lessons

This may take place as a whole class or small group session based on teacher's professional judgement. Reading skills and strategies should be clearly modelled, and discussion should help children to a deeper understanding of the text. Reading lessons should have a specific focus and all abilities should be included in discussions by differentiated questions. A VIPERS approach is used so that children are asked questions about Vocabulary, Inference, Prediction, Explanation, Sequencing/Summarising during each comprehension session.

Reading for pleasure and meaning is developed through:

- Teachers reading regularly to children
- Performance poetry days
- World Book Days
- Reading competitions
- Print-rich classrooms
- Rewards for regular reading e.g. Gold Star books, drink and a cake with the head
- Classroom reading displays
- Reading area with a range of readily accessible texts
- Extra-curricular activities (library club, plays, storytelling, Book Club)

Assessment and Recording

From Year 1 to Year 6, children are benchmarked at least once a term to ensure that they are reading at the correct level. This is used alongside regular summative and formative assessment by the teacher in order to ensure children are reading at the right level. Children work through Reading Passports to increase the number of genres that they have read before becoming a Free Reader.

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Dial Park we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record book.

Parents are invited into school in the autumn term of the Reception year to learn about how reading is taught. Two-day BRP courses are also offered to all parents every September. Parents then have the choice of helping only their child or coming into school three times a week to support other children in school.

After school lessons are available for parents who feel they need support with learning to read. We also operate a lending library for parents to choose books for themselves.

Parents are asked to encourage their children to use Reading Eggs, Spellzone and Bedrock Vocabulary on a computer at home or at the public library.

IMPACT:

The majority of children will have completed the phonics phases by the end of Key Stage 1 and will be at or above the national level for reading.

By the end of key stage 2 the majority of children will be at or above the national level for reading and will be reading fluently with understanding and for pleasure.

Appendix 1:

October 2021 Sandra Tomkinson

Reading through the Levels

- Children will read a variety of books, including phonics books and scheme books from Level 1 to Level 20.
- Phonics books are carefully matched to the sound children are learning or have learnt.
- Reading Passports are completed at Levels 20, 25 and 30. These encourage children to read a variety of different genres to encourage reading widely and for pleasure. Children then complete a written comprehension. After the Level 30 passport and comprehension, children move to:
- **A. Level 30+ books if the child is in years 1, 2 or 3 (kept in Key Stage1)**. These can be supplemented by books from the library and the reference library but please check that the content is appropriate for the child's age. Level 30+ book marks need to be given out at this stage for the child's self- esteem as well as for adults around school being able to check that the child is qualified to take these books. These are card book marks and can be found on the shared area.
- **B. Free reader books if the child is in year 4 or above**. Free reader book marks need to be given out for the same reason as above. These are leather book marks and can be found in the Reading Recovery room. Books should be supplemented with age appropriate books from the library and the reference library.