



**Snarestone Church of England
(Aided) Primary School**

READING POLICY

Date of Review: May 2024

Date of Next Review: May 2027

Signed Headteacher:



Snarestone CE (A) Primary School

'Participate, excel, take pride!'

READING

Our Vision:

As a community, we are working together to ensure educational excellence underpinned by our Christian ethos and values, enabling all to live a rich and abundant life and to achieve their full potential. Each individual should leave us fully prepared for the next stage of their life. (Reflecting John 10:10)

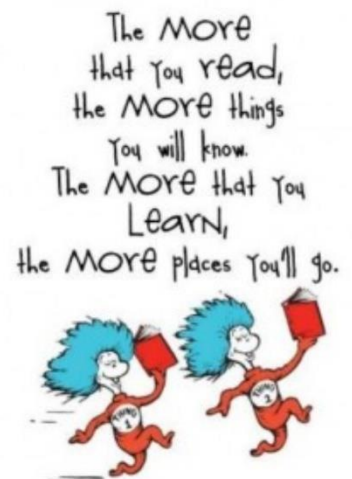
Jesus said, 'I have come to give life – life in all its fullness.'

Our aim is that Snarestone children will develop a love for reading. We believe reading is a vital skill that will support children's learning across the whole curriculum. At Snarestone, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discrete and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers who enjoy reading and read for pleasure.

Intent

At the Snarestone Primary School, we intend:

- for every child to be a reader
- for early readers to have the skills to decode words in order to be able to read fluently
- for children to understand what they have read
- for children to respond with curiosity about what they and others have read
- for children to become enthusiastic and motivated to read for pleasure
- to develop children's confidence in reading a wide variety of genres and text types
- to develop children's knowledge of a wide range of authors and illustrators



Implementation

At Snarestone, we teach reading from pre-school to Year 6. This can be in the form of one-to-one reading with an adult, shared reading, whole-class guiding reading, cross-curricular opportunities and independent reading. Snarestone's reading curriculum has three strands:

- Phonics, decoding and word reading,
- Comprehension, including vocabulary,
- Encouraging reading for pleasure and deepening engagement of children in reading

In EYFS and Key Stage 1, we have fidelity to the systematic synthetic phonics programme AnimaPhonics. This is also used for catch-up and intervention in Key Stage 2. We use phonically decodable reading books matched to learning in phonics.

Please see our Phonics and Early Reading Policy for further details about early reading and the AnimaPhonics scheme.

A love of reading is promoted through additional activities including author visits; book fairs; an annual book day; paired reading; shared reading with younger children and parent reading workshops in EYFS. We also use a range of other reading strategies to broaden children's understanding, interest and enjoyment of reading. In Key Stage 2, as their reading develops, children are encouraged to read from a wide range of fiction and non-fiction books.

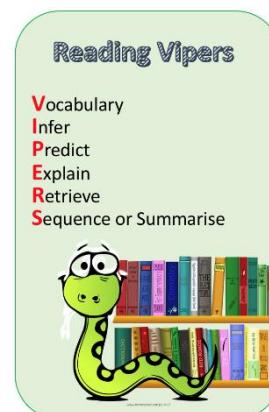
Our children read daily in school, and parents are encouraged to support reading at home. Children in EYFS and KS1 take home a phonically decodable book matched to their learning in phonics. Pupils also have access to a wide range of year group appropriate home reading books, which children choose themselves. Each child in school has an individual reading record where reading is recorded and tracked and is a means of communicating development to the child, parent and teacher. Children are also encouraged to choose books from the shared reading shelves for use during reading for pleasure time in school.

What does whole class reading look like?

- Whole class reading takes place daily from Year 3 onwards (about half an hour)
- All children read the same text which has been carefully selected. Children are exposed to a wide variety over the year.
- Teachers model reading to show the process we go through as readers, and to demonstrate fluency, intonation and expression.

- Teachers also use 'echo reading', carefully selecting one or two paragraphs/sections of text to do this with. Echo Reading is a strategy to use during guided reading where the teacher or other trained adult reads a line in a text and the child reads it back, matching the adult's emphasis and fluency.
- Effective discussion is paramount and allows for purposeful speaking and listening activities.
- Teachers use the **VIPERS** acronym to teach reading skills:

Vocabulary **I**fer **P**redict **E**xplain **R**etrieve
Summarise/Sequence



- Vocabulary understanding is key to comprehension. With a focus on vocabulary, our children broaden their own vocabulary and explore and explain the meaning of words in context. Daily vocabulary from the text (about four words a day) are shared, displayed and applied. Previously-learned vocabulary is recapped through flashback/retrieval lessons and applied wherever possible in talk and in their writing.
- Teachers use 'I say... you say ... we say ...' when learning new vocabulary.
- The teaching and application of specific comprehension strategies is a key aspect of the daily reading sessions. Reading comprehension lesson also focus on the answering of comprehension questions, with a focus on a particular VIPERS reading skill.
- Children generally record their work on individual whiteboards, although for some work such as reading comprehension, children may write the answers in their English Skills books. They are shown how to write the answers to explain/inference questions using full answers using evidence from the text.

Parents as Partners

Research has repeatedly shown that parental involvement in their child's reading is a more powerful force than other family background variables, such as social class, family size and level of parental education. We recognise and value the important role parents play in education as they know their child best. Consequently, we encourage parents to engage in an active partnership with the school. Parents are expected to read with their children at least three times a week (although daily is encouraged), and their comments are welcomed in the home reading diaries.

Impact

At Snarestone Primary School, the impact is seen through:

- Internal monitoring including learning walks, lesson observations, pupil discussions, whole school moderation, book and planning scrutiny. This will ensure teaching, learning and assessment is of high quality and consistent across the school.
- Pupils commenting on a love of reading during pupil discussions.

- External moderation of reading. This provides an external quality assurance and validation of our teacher assessments.
- Ongoing tracking and assessment which enables formative and summative assessment to be recorded. Leadership and class teachers analyse the data to review the attainment and progress of individual and key groups of children. Any children who are not on track to make expected progress are tracked during pupil progress meetings that are held each term following data checkpoints.
- Rapid, effective support for children in danger of falling behind or those experiencing significant difficulty, to enable them to keep up.

An example whole-class EYFS/KS1 reading week:

Monday	Tuesday	Wednesday	Thursday	Friday
AnimaPhonics	AnimaPhonics	AnimaPhonics	AnimaPhonics	AnimaPhonics
Class Book	Class Book	Class Book	Class Book	Class Book
Reading opportunities throughout the week (1:1, small group or whole class). All children will have a: <ul style="list-style-type: none"> • book for reading • book for sharing • book for bedtime 				

* Class Book – refer to the Snarestone Reading Spine

** Books for reading and sharing will be given to children in Reception once they are ready

*** Books for bedtime are given out on Fridays

An example whole-class KS2 reading week:

Monday	Tuesday	Wednesday	Thursday	Friday
Reading Fluency 1	Reading Fluency 2	VIPERS	VIPERS	VIPERS
Class Book	Class Book	Class Book	Class Book	Class Book
Reading for Pleasure	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure

* Reading Fluency lessons may be 1 or 2 lessons (often linked to the class book)

** VIPERS may be 3 or 4 lessons

*** Class Book – refer to the Snarestone Reading Spine

**** 'Reading for Pleasure' should ideally include all adults

Reading VIPERS Progression

Year 2

Autumn Term	
Week	Text/Theme
1	Vipers introduction
2	Comprehension Plus – Stage 1 - London
3	Comprehension Plus – Stage 1 - Seaside
4	Tilda Tries Again
5	Comprehension Plus – Stage 1 - Weather
6	Billy's Bucket
7	Paper Dolls
8	Comprehension Plus – Stage 1 - Seasons
9	Remembrance - Where the Poppies Now Grow / Peace Lily
10	Jesus' Christmas Party
11	Mog's Christmas
12	Lucy and Tom at Christmas

Spring Term	
Week	Text/Theme
1	Comprehension Plus – Stage 2 – Moon Landings
2	SATs practice – Paper 1
3	Disney Map
4	SATs Practice – Paper 2
5	How to Hide a Lion
6	SATs Practice – Paper 1
7	Leaf
8	SATs Practice – Paper 2
9	Once Upon a Time Map Book
10	SATs Practice – Paper 1
11	SATs Practice – Paper 2
12	<i>spare week</i>

Summer Term	
Week	Text/Theme
1	SATs Practice – Paper 1
2	SATs Practice – Paper 2
3	Grandad's Secret Giant
4	Everything You Need for a Treehouse
5	Comprehension Plus – Stage 2 - Habitats
6	Comprehension Plus – Stage 2 – Traditional Tales
7	Comprehension Plus – Stage 2 - Nature
8	<i>spare week</i>
9	<i>spare week</i>
10	<i>spare week</i>
11	<i>spare week</i>
12	<i>spare week</i>

Year 3/4 A

Autumn Term	
Week	Text/Theme
1	Introduction to VIPERS
2	Ocean Creatures 1
3	Ocean Creatures 2
4	Oceans
5	Tsunamis
6	Stories from Other Cultures
7	Poetry – Oceans
8	Egyptians
9	Remembrance: Flo of the Somme
10	Anti-Bullying Week
11	Elf
12	A Boy Called Christmas

Spring Term	
Week	Text/Theme
1	The Invisible
2	Michael Rosen
3	Settings
4	Rocks
5	Rocks – Pebble in My Pocket
6	Poetry
7	Great Stories
8	Science Focus
9	Lesser Animals
10	Sulwe
11	Earthquakes/Climate
12	<i>spare week</i>

Summer Term	
Week	Text/Theme
1	Nelson Mandela
2	Romans – The Raven
3	Greek Myths
4	Greek Gods (myths)
5	Pompeii
6	Ancient Potions
7	Potions – Recipes 1
8	Potions – Recipes 2
9	Heroes
10	<i>spare week</i>
11	<i>spare week</i>
12	<i>spare week</i>

Year 3/4 B

Autumn Term	
Week	Text/Theme
1	Introduction to VIPERS
2	The Stone Age
3	Recipes
4	Instructions
5	Pre-historic
6	Mental Health Awareness Week
7	Young, Gifted and Black
8	Interrupting Chicken
9	Remembrance: Flo of the Somme
10	The Christmasaurus
11	Christmas in Narnia
12	How Santa Works

Spring Term	
Week	Text/Theme
1	Winter
2	Alice in Wonderland
3	George's Marvellous Medicine
4	The Great Chocoplot
5	Clean Up
6	Poo, Gnu and You
7	Digestion
8	Animal Science
9	Science Focus
10	Super Veggies
11	Charles Darwin
12	<i>spare week</i>

Summer Term	
Week	Text/Theme
1	Song Lyrics
2	Shakespeare
3	Eid
4	Traction Man
5	Refugee Week
6	Max the Monster
7	A Cautionary Tale (Grendel)
8	Picture Book – Bear and the Piano
9	Teeth
10	<i>spare week</i>
11	<i>spare week</i>
12	<i>spare week</i>

Year 5/6 A

Autumn Term	
Week	Text/Theme
1	Shackleton's Journey 1
2	Shackleton's Journey 2
3	Shackleton's Journey 3
4	Little Lives, Big Dreams: Ernest Shackleton
5	Poetry
6	Kwame Alexander
7	Great Stories
8	<i>spare week</i>
9	Remembrance: Christmas Truce
10	Science Focus
11	Christmas Carol
12	Christmas poetry

Spring Term	
Week	Text/Theme
1	Great Stories
2	Mr Bunny's Chocolate Factory
3	Mexico
4	Coco
5	Frido Kahlo
6	News/Aztecs
7	Shakespeare
8	Tudors 1
9	Tudors 2
10	Tudors 3: Henry VIII
11	Tudor Actors
12	<i>spare week</i>

Summer Term	
Week	Text/Theme
1	Obamas
2	Poetry
3	Train to Impossible Places
4	Crater Lake
5	Healthy Bodies
6	Kid Normal
7	Paralympics
8	Mining
9	Mining
10	<i>spare week</i>
11	<i>spare week</i>
12	<i>spare week</i>

Year 5/6 B

Autumn Term	
Week	Text/Theme
1	Accidental Diary of a B.U.G.
2	Adam 2 (Sci-Fi)
3	Land of Roar
4	Islands
5	Crystals
6	Poetry
7	Abolition of Slavery
8	<i>spare week</i>
9	Remembrance: Christmas Truce
10	Christmas Adverts
11	Harry Christmas
12	Polar Express

Spring Term	
Week	Text/Theme
1	Science Focus
2	London Eye Mystery
3	Ramadan
4	Balanced Argument
5	Plants/Environment
6	Vikings 1
7	Cosmic
8	Space 1
9	Space 2
10	Space 3
11	Space Oddity
12	<i>spare week</i>

Summer Term	
Week	Text/Theme
1	Funfairs 1
2	Funfairs 2
3	World War 2
4	World War 2 Letters
5	World War 2
6	Flossie's Diary
7	Umbrella Mouse
8	Lion and the Unicorn
9	<i>spare week</i>
10	<i>spare week</i>
11	<i>spare week</i>
12	<i>spare week</i>



1:1 Reading with a child

When you read with a child, it is really important that it's a two-way process and both adult and child have a chance to speak.

Here are some examples of the types of comments you could make. It's not an exhaustive list, but it should give you some ideas!

It is also useful to use the **VIPERS** language that is used in whole-class reading sessions:

Vocabulary Infer Predict Explain Retrieve Summarise

When a child has a new book:

- What do you think (*move to the word 'predict' as soon as you can*) this might be about?
- What kinds of books do you like?
- What information can you see on the cover? (*try and use the word 'retrieve'*)
- What can you work out from the cover? (*introduce the word 'infer'*)

When a child is part-way into a book:

- What can you tell me about this book?
- Can you tell me what has happened so far? (*can start to use the word 'summarise'*)
- Is this book fiction or non-fiction?
- Tell me about _____ (a character). Would you like to be friends with him/her? Why? (*try to use the word 'infer'*)
- Does the book remind you of anything else you've read?

As the child is reading:

- If a child struggles with a word, let them attempt it. If they still struggle, refer them to the phoneme mat. Ask them if they can find any digraphs/trigraphs and read those first. Then ask for the initial sound of the word and start to blend. ***You might need to model this process a few times.***
- Be careful not to jump in and correct a child too quickly; they may be able to self-correct which is an important skill.
- Discuss vocabulary, especially words that you think might be new to a child. Give them a brief explanation of the word. At the end of the session, revisit the word and ask if they can remember the meaning.
- With some children, refer to punctuation used – ask why the author has used that punctuation and how he helps you to read.
- Why do you think the author has used this word? How does it make you feel? (*use the word 'explain'*).
- What do you think this character will do next? (*'predict'*) What clues are there in the book to make you think this? (*'infer'*)
- ***Use echo reading strategies with some extracts. Ensure the child is matching your intonation and pace, and tracking words as they are read (e.g. use finger/ruler/lollipop stick to track words).***

At the end of a session:

- Praise the child on what they have done, but try to be specific so rather than "Good reading", comment on the **skills** they have used (*e.g. "You decoded words well today" or "You showed me you can predict using clues from the text"*).
- If you feel that the book is too hard or too easy for a child, be sure to change their level if necessary.
- It is also fine for a child to change a book because they are not finding it interesting.



Reading Spine

Year Group	Core Texts		Curriculum-Based Texts	
Reception Year 1/2	Beegu	Alexis Deacon	Reception: Mother Goose/Pie Corbett texts Arrgh Spider! Gruffalo What the Ladybird Heard Yucky Worms Blue Penguin Train Ride Billy's Bucket Surprising Sharks	Year 1/2 A: The Jolly Postman Wild Traction Man Claude in the City The Storm Whale Leaf
	Dave's Cave	Frann Preston-Gannon		
	I Want My Hat Back	Jon Klassen		
	Pumpkin Soup	Helen Cooper		
	Rosie's Walk	Pat Hutchins		
	That Rabbit Belongs to Emily Brown	Cressida Cowell, Neal Layton		
	The Bog Baby	Jeanne Willis, Gwen Millward		
	The Cat in the Hat	Dr Seuss		
	The Day the Crayons Quit	Drew Daywalt	Reception alternative: Funnybones Dinosaurs Love Underpants Poems to Perform Man in the Moon Look Up! How to catch a Star The Snail and the Whale The Secret of Black Rock 10 Things I Can Do to Help My World	Year 1/2 B: Out and About Rapunzel and other traditional stories One Day on Our Blue Planet Farmer Duck The Lighthouse Keeper's Lunch How to Find Gold
	The Giant Jam Sandwich	John Vernon Lloyd		
	The Great Dog Bottom Swap	Peter Bently		
	The Great Paper Caper	Oliver Jeffers		
	The Rainbow Fish	Marcus Pfister		
	The Tunnel	Anthony Browne		
Who Sank the Boat?	Pamela Allen	Year 3/4 A: African Tales Mama Miti Butterfly Lion Leon and the Place Between The Adventures of Odysseus Greek Myths	Year 3/4 B: The Great Kapok Tree The Explorer Ug Stone Age Boy The Romans Escape from Pompeii	
Zagazoo	Quentin Blake			
A World of Information	James Brown/Richard Platt			
Belonging	Jeannie Baker			
Firebird	Saviour Pirotta			
Fox	Margaret Wild			
Malkin Moonlight	Emma Cox			
The Moonshine Dragon	Cornelia Funke			
The Reluctant Dragon	Kenneth Grahame			
The Sandwich Thief	Andre Marois			
The Tinder Box	Hans Christian Anderson			
The Wild Robot	Peter Brown			
The Wolf's Footprint	Susan Price	Year 5/6 A: Shackleton's Journey Ice Trap The Highwayman Clockwork The Matchbox Diary Treason	Year 5/6 B: King Arthur & the Knights of the Round table Viking Boy The Lady of Shalott Skellig Goodnight Mr Tom	
The Worst Witch	Jill Murphy			
Varjak Paw	SF Said			
Carrie's War	Nina Bawden			
Good Night Stories for Rebel Girls	Elena Favilli			
Holes	Louis Sachar			
Queen of Babble	Meg Cabot			
Sad Book	Michael Rosen			
The Bubble Boy	Stewart Foster			
The Graveyard Book	Neil Gaiman	Year 5/6 A: Shackleton's Journey Ice Trap The Highwayman Clockwork The Matchbox Diary Treason	Year 5/6 B: King Arthur & the Knights of the Round table Viking Boy The Lady of Shalott Skellig Goodnight Mr Tom	
Watership Down	Richard Adams			
Wonder	R J Palacio			