



BERKHAMPSTEAD SCHOOL

The School's motto: "Perseverantia Vincit" meaning perseverance wins through, exemplifies the genuine ethos of striving for success in all aspects of school.

Reading Policy

Policy statement

At our school, we believe that reading is a fundamental skill that opens the door to learning, imagination and lifelong opportunity. We are committed to developing confident, fluent and enthusiastic readers who read for both pleasure and purpose.

We aim to foster a love of reading from the earliest stages of a child's education, providing every pupil with the knowledge, skills and experiences they need to become independent and engaged readers. Through high-quality teaching, a rich and diverse range of texts, regular opportunities to read and a strong partnership with families, we seek to ensure that every child develops a positive relationship with reading.

We recognise that reading is central to success across the curriculum and plays an important role in developing children's vocabulary, communication, creativity, knowledge and understanding of the world. We therefore place reading at the heart of our curriculum and strive to ensure that every child has the opportunity to become a successful reader.

Our reading policy aims are:

- To encourage children to read with fluency, confidence, understanding, enjoyment and enthusiasm.
- To foster a delight in literature and a love of books.
- To present each child with a wide variety of texts, including non-fiction and poetry.
- To provide a range of books to develop this interest.
- We regard the reading experience as a shared responsibility and pleasure

In order to achieve our aims, it is expected that:

- Every child in Reception and Pre-Prep will read to a teacher or TA on a regular basis; three to four times a week. Reading Volunteers are also used to help hear the children read. Children will regularly access a variety of texts in Pre-Prep.

- Children will initially draw on ELS strategies building to a variety of strategies for tackling text independently. Those who need more practice will be identified and helped appropriately through ELS intervention or targeted interventions.
- In addition to their reading book, every child from Reception to Year 2 will visit the Pre-Prep library once a week to enjoy the books and choose one to take home.
- In Prep it is suggested that children should read daily between 10-30 minutes each night at home and where possible to an adult.
- Pupils are timetabled for a reading sessions 4 times per week for 20 mins. They will have an opportunity in the reading sessions to read to their form teacher or TA.
- Extra support is given to those who need it, with the SENCO or organised one-on-one reading sessions with a TA. TA's will use VIPERS sheets to help monitoring understanding.
- Prep children will choose within their Accelerated Reading range from the Prep library which is organised in clear sections. Children are supported in choosing a book within their AR range. If needed, support can be given by their English teacher or staff from the SEN Department.
- VIPERS posters are displayed in English classrooms from Year 2, through to Prep.
- VIPERS is used to provide a consistent and structured approach to the teaching of reading comprehension across the school. It supports pupils in developing key comprehension skills, including vocabulary, inference, prediction, explanation, retrieval and summarising/sequencing, enabling them to engage critically and thoughtfully with a range of texts.

Methodology

Reading in Early Years

Kindergarten

- Work on sounds with introduction to the ELS phonics. This focuses on environmental sounds as well as hearing and blending sounds.
- Stories and books are shared every day.
- Any children already reading are catered for.

Reception

- A phonics multi-sensory programme used daily - ELS – Essential Letters and Sounds.
- Various strategies for reading introduced: whole word recognition (especially for 'Harder to Read and Spell' words), phonics ('sounding out'), context and picture clues.
- Children read books in line with the ELS scheme.

Reading in Pre-Prep

Year 1

- Continued regular phonic work including daily Essential Letters and Sounds sessions.
- Reading books - both fiction and non-fiction titles in line with the ELS scheme. Children may then progress onto colour banded reading books.

- Children progress through the scheme at a speed and level appropriate to each child, alongside learnt sounds.
- Regular reading and sharing of books at home and school
- Guided Reading is introduced if children ready in small groups.
- Children are introduced to comprehension style English lessons in Year 1.
- “Read and Response” style work – in depth study of texts including shared reading.
- Daily stories read by an adult.

Year 2

- Continued regular phonic work including daily Essential Letters and Sounds sessions.
- ‘Read and Respond’ style work - in-depth study of texts including shared reading.
- Introducing VIPERS – building comprehension skills.
- Guided reading in small groups
- Specific comprehension lessons, including reading round the class; the complexity of the reading material chosen is very carefully matched to the ability of the individual children.

Reading in the Prep Department:

Key Stage 2

- Accelerated Reader is used throughout Prep. This allows pupils to receive guidance whilst maintaining a choice of book. Pupils will complete quizzes based on these books which will be monitored. Support and guidance can then be provided where needed.
- By the time children start Year 3, most will be able to read independently.
- Children who struggle are monitored and if further support is needed will be put onto the reading support timetable. This is a chance for the child to have some extra support and one-on-one time.
- In the Library, books have been organised, based on the Accelerated Reading Scheme, so that the children are able to select books appropriate to their AR level.
- We consistently ensure a range of author and genres are available in the library. Keeping it interesting and inspiring for the children, to maintain their enthusiasm.
- Specific comprehension lessons introduce children to a range of styles and literature. This can include reading round the class.
- VIPERS is used to develop comprehension skills.
- Set text work is introduced in the Prep Department. Reading a set text as a year group – experiencing, exploring and enjoying a book together.

Assessment and Tracking

In addition to ongoing informal assessment, the children are assessed using:

Kindergarten

- Observations and summative assessments.

Reception

- Regular tracking of Essential Letters and Sounds.

- Phonics tracker – week 5.
- Summative assessments twice a year through observation.

Year 1

- Regular tracking of Essential Letters and Sounds which feeds into intervention planning.
- Use of formative assessment throughout the year to select appropriate books, based on their ongoing listening of pupils.

Year 2

- Regular tracking of Essential Letters and Sounds which feeds into intervention planning.
- Use of formative assessment throughout the year to select appropriate books, based on their ongoing listening of pupils.
- CAT4.

Year 3 to Year 6

- Accelerated Reading tests in Sept, end of Nov, March, May and July to give reading ages and standardised scores.
- Any anomalies are discussed with the DOTL or SEN Department if deemed appropriate, and the Reading Support timetable can be put into place. If a score is significantly low, it will be discussed with parents.
- Pupils also complete regular AR quizzes on their reading books. These are also monitored.
- CAT4.

Results are tracked throughout the department by the English teachers, Subject Leader for English and DOTL and recorded on Insight.

Recording and Reporting

- Each child's reading progress in Early Years and Pre-Prep is recorded on one sheet listing all the main reading scheme books
- Phonics assessments are recorded on Phonics Tracker
- Teachers in the Pre-Prep communicate daily with parents in a 'Reading Record' book.
- Prep reading results are recorded on Insight.
- Parents have the opportunity to discuss their child's progress with their teacher at any time as well as at the Parents' Evenings held during the Autumn and Spring terms or with DOTL.

Resources in Pre-Prep

- ELS Scheme and resources.
- Fiction, non-fiction and poetry books.

The Libraries

- The Libraries contain a wide range of fiction and non-fiction books to stimulate the children's imagination and enthusiasm as they learn to read independently and for enjoyment.

- The children are shown how to treat books with care and respect.
- The Year 2 children learn about the organisation of the Library and take it in turns to act as librarians, signing their classmates' books in and out.
- In the Prep department Year 6 become Library monitors. This involves helping with the library, keeping it tidy, and giving them a chance to discuss and recommend books to younger children.

Reading Volunteers

Information and guidelines given to the volunteers:

In these sessions, we hope to not only improve the children's reading ability but also their love for reading and discussion. Please listen to the children read as well as engage them in discussions about their books in the allotted times you have with them.

Below are some suggestions to help.

- When starting a book, look at the front cover with the children, read the title together, ask what they think might happen in the book based on the image.
- When reading, ensure children are taking breaths at the full stops and not rushing onto the next sentence. Also, breaths at commas.
- Clear voice – encourage them to project their voices. You can model for them. Not shouting.
- With those who are more confident, encourage expression to be added. This can also be modelled and encouraged for those less confident.
- Any words children are unsure of, explain the meaning, give context and try and come up with words with similar meanings together.
- If you come across punctuation such as question marks, exclamation marks and speech marks check the child's understanding.
- Discuss and model how a voice might change for direct speech.
- Check children's understanding of what they are reading. Questions about what has happened so far, which characters they like and why, what they think might be about to happen etc
- Record that they have read in their reading records. Note positively any points for them to work on positively.
- Enjoy!! Thank you.