



North Wootton Academy
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Name of policy:	Reading
Lead member of staff with responsibility for this policy:	Emma Harley-Bond Craig Blackmur James Grimsby
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Today, we are Readers:

We will explore a range of texts to promote a love of reading and use VIPERS skills to understand what we have read.

Intent of Reading

The teaching of reading at North Wootton can be seen to achieve four simple intent aims:

- Fluency
- Understanding
- Explanation
- Love

These aims are to create **fluent** readers who can **understand** and **explain** their thoughts of a text and to promote a **love** of reading. We believe that being able to read and spell are two of the most important skills children will learn during their education.

Implementation of Reading

In respect to developing a **love** of reading, the school has a consistent approach across the school in which our pupils are exposed to a range of high-quality books (and poems) through a carefully planned sequence of shared reading texts, home readers that are shared with parents and access to the school library.

In regard to **fluency**, this a primary focus in EYFS and Key Stage 1 where priority is given to the development of reading ability in respect to the level and range of words the pupils are able to decode and read aloud. The aim is to expose pupils to texts where 95% of words can be read but 5% form the basis of new learning. Therefore, all pupils are carefully tracked through the school's reading scheme.

Pupils are expected to complete home reading supported by parents with books sent on at least a weekly basis. Home reading is tracked and additional in-school reading is provided for those unable to read at home, those who are struggling to progress or those who are entitled to additional support.

As fluency develops, the teaching focus moves more on to **understanding** wherein weekly guided reading tasks aim to specifically develop seven key skills referred to as VIPERS: Vocabulary, Inference, Prediction, **Explanation**, Retrieval and Sequencing/Summarising.

Across Key Stage 1, carousels are used to develop reading skills, these will differ depending on the year group of with child:

1. A group of children working with the teaching assistant, this may include pre-read in which pupils can think about key vocabulary.
2. A teacher-led guided reading activity in which a VIPERS key skill is taught.
3. An independent follow-up task with appropriate challenge.
4. Reading for pleasure.

In Year 3, a continued priority is given to the development of reading ability with the ambition that all pupils are free readers by the time they leave Year 3. This pivotal year represents a transitional period towards the more direct approach of whole-class teaching. Therefore, whilst the focus moves towards a slightly altered range of skills, the format of the lesson reflects the carousel seen in the lower school to ensure that time is given to the continued development of reading ability. Moreover, all pupils who have yet to read a level of independent reading are prioritised in intervention maps with further reading opportunities provided until they have reached this level. Parents are advised that home reading 5 times a week is expected and checked weekly.

EYFS	Monday	Tuesday	Wednesday	Thursday	Friday
Drawing Club	Intro to this week's book, shared reading, prediction , description (character & setting).	Vocabulary and shared reading.	Vocabulary , shared reading.	Vocabulary and inference.	Vocabulary, retrieval

	Tuesday	Wednesday	Thursday	Friday
Year 1	G1- Viper Skill with Teacher G2- Read with TA G3 – Read with TA G4 – Independent task	G1 - Independent task G2 - Viper Skill with Teacher G3 - Read with TA G4 – Read with TA	G1 - Read with TA G2- Independent task G3- Viper Skill with Teacher G4- Read with TA	G1- Read with TA G2- Read with TA G3- Independent task G4- Viper Skill with Teacher
Year 1/2	Introduction to VIPERS skill of the week GP1 Guided Reading with teacher with oral <u>vipers</u> questions GP2 Individual reading with TA/reading for pleasure GP3 Individual text and questions GP4 individual text and questions	GP1 Individual text and questions GP2 Guided Reading with teacher with <u>vipers</u> oral questions GP3 Dictionary Work/red response from Tuesday GP4 Individual reading with TA/reading for pleasure	GP1 Dictionary work/ red response from Wednesday GP2 Individual text and questions GP3 Individual Reading with TA/reading for pleasure GP4 Guided Reading with teacher with oral <u>vipers</u> questions	GP1 Individual Reading with TA/reading for pleasure Gp2 Dictionary work/ red response from Thursday GP3 Guided Reading with teacher with oral <u>vipers</u> questions GP4 Dictionary work/ red response from Tuesday
Year 2	Group 1 – reading and skills focus with teacher Group 2 – Independent text – vocabulary questions Group 3- Independent text – VIPERS questions Group 4 – shared read of text and vocabulary question supported by TA	Group 1 - Independent text – VIPERS questions Group 2 - reading and skills focus with teacher Group 3 - Independent text – vocabulary questions Group 4 – VIPERS questions supported by TA	Group 1 - Independent text – vocabulary questions Group 2 - Independent text – VIPERS questions Group 3 – skills task/reading for pleasure Group 4- reading and skills focus with teacher	Group 1- focused skills task/reading for pleasure Group 2 – focused skills task/reading for pleasure Group 3 - reading and skills focus with teacher Group 4 – individual readers with TA/reading for pleasure

Guided Reading Carousel Rowan 2024/25

	Monday	Tuesday	Wednesday	Thursday	Friday
Red and Yellow Free Readers	Independent Text Vocab questions	Homework, Spelling, reading records	Independent text and VIPERS questions	Reading and skills focus with Miss Griggs	Independent skill task/ dictionary work/ reading for pleasure
Green Almost Free readers	Independent text and vocab questions	Homework, Spelling, reading records	Independent task and VIPERS questions	Independent skill task/ dictionary work/ Reading for pleasure	Reading and skills focus with Miss Griggs
Silver – Book bands	Reading and skills focus with Miss Griggs	Homework, Spelling, reading records	Independent text and VIPERS questions	Independent text and vocabulary questions	Independent skill task/ dictionary work/ reading for pleasure
Purple – Lower book bands	Working with Mrs Harrison - Dictionary skills	Homework, Spelling, reading records	Reading and skills focus with Miss Griggs	Working with Mrs Harrison – VIPERS Question	Working with Mrs Harrison – VIPERS question/ individual readers

Pink - Miss Griggs groups – book which they can all read fluently. All children to read a page each. Stopping and asking Q's – Questions on a whiteboard and record answers next to initials. Texts could be onedrive reading explorers but if too hard could try edshed, grammarsaurus or pixl.

Turquoise - Mrs Harrison – Adult led – Independent text – M – Dictionary skills – Th – Text and Q – Fri – Answers and ask Q's – Books, listen to readers.

Green – Vocab question – lower bands – Grammarsaurus – or A text from explorers and move to B when needed.

Blue – Reading explorers textbook – 2 levels (a and b text) Reading Explorers

Yellow – Dictionary/ thesaurus work – Independent skill task

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 3/4	Summary of home reading (including prediction)	VIPERS skill lesson on rotation PIXL therapy	Introduce the main text and discuss linked to VIPERS skill Vocabulary work Task 1 - match word to definition Task 2 – synonyms Task 3 – creative write using key vocab words	Text questions linked to the Vipers skill	Mark and improve answers LAP pre-read next week
Year 4	Summary of home reading (including prediction)	VIPERS skill lesson on rotation PIXL therapy	Introduce the main text and discuss linked to VIPERS skill Vocabulary work Task 1 - match word to definition Task 2 – synonyms and antonyms Task 3 – creative write using key vocab words	Text questions linked to the Vipers skill	Mark and improve answers LAP pre-read next week

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 5	Pixl therapy On a VIPERS rotation	Answer questions AA works with the pre-read group LP works with rest of class		Dictionary/ vocab	Mark questions LP pre-read
Year 5/6 Resources used: Pixl Ashley Booth, TeachMateAI Adaptation: Alternative text/questions SfD question available	Explicit teaching of a VIPER skill through a PiXL Therapy, with a relevant task	AI created comprehension focusing on VIPER skill taught (linked with curriculum in some way)	Summary of home reading (including prediction)	WC text focusing on a theme. Vocab and Retrieval initial task. VIPER skill task.	WC text focusing on a theme. Vocab and Retrieval initial task. VIPER skill task.
Year 6 Resources used: Ashley Booth, TeachMateAI Adaptation: SFD question available	WC text focusing on a theme. Vocab and Retrieval initial task. VIPER skill task.	WC text focusing on a theme. Vocab and Retrieval initial task. VIPER skill task.	WC text focusing on a theme. Vocab and Retrieval initial task. VIPER skill task.	Explicit teaching of VIPER skill through use of PIXL therapy.	AI created comprehension focusing on VIPER skill taught.

In addition to formal guided reading lessons, children at North Wootton Academy are exposed to a range of additional reading activities to promote a love for reading. These activities include:

- Celebration of World Book Day.
- Weekly visits to the school library to promote a love of reading
- Reading buddies across the school (older children read to the younger children).

Impact of Reading

Judgements of Key Performance Indicators linked to in-class teaching together with termly Pixl testing are used to establish the level at which pupils are comprehending.

Weekly monitoring of home reading is primarily used to track the reading level of the pupils, although this progresses more into the assessment of reading speed once pupils are deemed to be free readers.

All assessments are judged termly through a data validation process in data, books and teaching are reviewed by the subject leader and discussed with each teacher to ensure an accuracy in assessment. All SEND, EAL and pupil premium champions track these cohorts specifically on a half-termly basis and pupil progress reviews are conducted by the subject leader twice yearly.

Within the EYFS, key milestones have been identified across the year and these are used to assess the children's progress towards meeting the ELG for reading; this enables the timelier identification of any gaps that need addressing.