

“After nourishment, shelter and companionship, stories are the things we need most in the world.” - Phillip Pullman

Further Reading – Years 3 to 6

Intent

At Hitherfield, our further reading provision builds upon and develops the successes of our Early Reading and Phonics programme. By the time they leave Hitherfield Primary School children will be able to read fluently and with confidence, for pleasure and purpose, ensuring their access to and autonomy over the full breadth of the curriculum. We provide children with exposure to a variety of high-quality texts, of varying forms and genres, which both represent our school community, and provide windows into other cultures and experiences.

Implementation

Teaching Reading: VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence or Summarise) Reading Sessions

- We teach reading through this programme for 30 minutes a day.
- Each week all sessions focus on one of the specific core reading skills: vocabulary, inference, prediction, explanation, retrieval and sequence or summarise.
- Year 3 – children engage in a carousel of activities planned to develop their reading skills. The carousel includes, reading with the teacher, independent practising of reading, making an independently recorded response to reading some text, phonics/spelling practice, practising comprehension, fluency and prosody.
- Years 4-6 – the lesson sequence begins with a whole class session that centres on the focus skill for that week. For the rest of the week, the children undertake a carousel of activities planned to develop their reading skills. The carousel includes, reading with the teacher, independent practising of reading, making an independently recorded response to reading some text, phonics/spelling practice, practising comprehension, fluency and prosody.
- Children for whom VIPERS Reading sessions are not developmentally appropriate engage in intervention activities during this time, as directed by the Sendcos (Special Educational Needs and Disabilities Co-ordinators)

Additional reading support for vulnerable children

- Children who struggle with reading fluency will receive additional 1-1 reading sessions with an adult, as well as further reading interventions as directed by our Sendcos (Special educational needs and disabilities coordinators).

Storytime

- Short Storytime sessions occur daily in all year groups from Reception to year 6. These focus on:
 - The promotion of reading for pleasure.
 - Regular engagement with a variety of genres and forms.
 - Prosody; teaching children to read with understanding and expression.
 - Exposure to a variety of reading strategies, with reference to the core VIPERS reading skills.

Home Reading

- Children take home their Free Reader and record comments about their reading weekly on Seesaw. In Years 3 and 4 these comments may be made by parents/carers as well as the children but by Years 5 and 6 most children will be recording these comments independently.
- Until a child is confidently reading Emerald level books, they will take home a book in line with their phonic knowledge.
- Reading for pleasure books, withdrawn from the Library, also go home weekly for parents/carers to share and read with children.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy, from Nursery to year 6.

- We read to children every day in Storytime sessions. We choose these books carefully as we want children to experience a wide range of books, forms and genres, including books that reflect the children at Hitherfield Primary School and our community, and provide access to other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. Books in this area are regularly refreshed.
- Children in Years 3 to 6 have regular weekly opportunities to read in the class reading corner during Free Reader sessions, as well as other times as decided by their teacher.
- All classes in the school have a home reading record set up on their Seesaw account. Parents/carers use this to record the name of the book that has been read and to leave comments about their child's reading. Adults that work with the children in school will read these comments and will also use this area to communicate with parents/carers about their child's reading. As they progress through the school, children will be encouraged to take over this process, recording the names of the books they are reading and adding their own comments.
- The school library is made available for classes to use at protected times, and is maintained by our school librarian.
- The school library is available to visit during the children's break times.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

Impact

Assessment

Assessment is used to monitor progress, aid differentiation and to identify any child needing additional support.

- **Assessment for learning** is used:
 - daily within class to identify children needing additional support and to ensure children are accessing work and Free Readers at an appropriate level in order to continually move them forward in their reading journey.

- **Summative assessment** is used:
 - every term, in the form of National Test-style (NTS) tests, to assess progress and attainment.
 - by teachers to evaluate which core reading skills their cohort requires additional support with, through utilisation of the progress reports issued by NTS.

Statutory assessment

- Children in Year 6 will sit the National Reading SATs (Standard Assessment Tests) in order to measure children's educational achievement in reading.