



'Reading is dreaming with open eyes' (Anissa Trisdianty)

At Stanton St Quintin, reading is at the heart of our curriculum, supported by the use of carefully chosen quality texts that excite and inspire our young learners. We strive to instil a love for reading in all children as soon as they start school, equipping them with the skills they need to explore a broad range of literature and widening their cultural capital.

Learning to read from a young age is key to every child's success in education and their future lives. We therefore place a great emphasis on regular reading with an aim to develop an inbuilt desire to become independent readers, making their own choices of reading material.

For children, listening to stories being read to them and an adult listening to them read, are equally important to foster a love of reading and the world of stories. This is why we recommend creating a balance of reading to and with children.

We believe that supporting your child as a reader is a partnership between home and school.

Definitions	
CVC word	A word made up of a consonant, vowel, consonant. For example, hat.
Decodable	A word that can be broken down using phonics knowledge.
Fluency	The ability to read easily and accurately without overt sounding out of words.
Expression	Using your voice to change the way something is read to suit the text.
Intonation	The rise and fall of your voice when reading. Not robotic or monotone.
Comprehension	The ability to understand what has been read. We teach children VIPERS- please find information regarding this at the end of this document.

Reading strategies to support the teaching of early reading

Foundation 1 (pre-school) will follow 'Letters and Sounds' Phase 1. This begins with a focus on sounds in the environment, body and instrumental sounds, rhythm, rhyme and alliteration. It will also cover listening and responding, making different shapes and sounds with your mouth and mark making in response to sounds. It will progress to support children's identification of syllables, initial sounds in words, oral blending and segmenting.

Reception children at Stanton St Quintin are taught to read using the Sounds Write phonics approach. When supporting a Reception child at home who is not yet a fluent reader, please use these reading strategies to help.

- **"Say the sounds, read the word."** Encourage your child to sound out the word using their learnt phonics. At the end of Reception and in Year 1 and 2, this will include looking for any 'two, three or four letters, one sound'.

If your child struggles to sound out a word after several attempts, support them to use one of the following strategies instead:

- **Picture cues**- look at the picture. Does this give us any clues as to what the word might be?
- **Jump over the word**- read to the end of the sentence. Can you now go back and work out what the word is?
- **Try a word that might fit**- use the initial sound to try a word that might make sense.
- **Memory**- have you seen this word before?

Reading in the Early Years Foundation Stage

Teaching in the Early Years Foundation Stage is unpinned by books and reading. When children start school, they will start their reading journey by bringing home wordless picture books to explore. The aim of these books is for children



to use verbal language to explain what is happening in the pictures, practising their early skills as a storyteller. As children begin to acquire early phonics knowledge, they will start to bring home books containing CVC words in order to practise and apply learnt sounds. As children learn new sounds, they will progress through books according to the phonics unit they are learning at school.

Re-reading for fluency: children shall change their book/s once or twice a week on the same day/s, as decided by the class teacher. We ask that you read daily with your child. If your child is not yet reading fluently, they should read the same book several times in order to build fluency, expression and intonation and develop their confidence as a reader. This is key to your child's development as a reader.

Here is the re-reading approach we use when a child is sounding out several words (this could be used for the unit books and colour banded books):

First read: When your child has finished a page, go back and read again. Your child is likely to recall words they previously sounded out and re-read this page more fluently. Repeat for the same page if necessary. Then move on to the next page and repeat the process.

Second read: Challenge your child to read the book again, recalling words they sounded out to improve fluency. You may need to repeat the process used during the first read if struggling to recall.

Third read: Challenge your child to read the book again with more expression and intonation- read it like a storyteller! At this point, your child should be more familiar with the text and sound out less, therefore achieving a greater sense of achievement and feel proud of what they can do!

Discussing with your child what they have read: ensuring your child has an understanding of what they have read is key, as is book talk. At the end of this document you will find suggested discussion points.

Recording: it proves incredibly helpful for class teachers to have a record of when children have read at home. Please use your child's Reading Journal to record the date your child has read and should you wish to, a brief comment. Your child may also wish to use their Reading Journal to draw a picture from the book they have read, their favourite character or use their developing writing skills to record any words they liked.

Here is a quick reference summary of the information above.

Type of book	Purpose	How many times should this book be read?	When will my child change their book?
A unit book	For your child to practise and apply learnt phonics to read CVC words.	Every day, re-reading the same book to build fluency and confidence.	Twice a week
A colour band book (lilac, pink, red, yellow etc.)	Not all words will necessarily be decodable. This book is for your child to practise other reading skills such as, using the pictures and recognising repeated words and to develop their love for reading.	Every day, re-reading the same book to build fluency and confidence.	Twice a week
A picture/story book	To be shared with your child to develop their love for reading and knowledge of children's literature.	This is up to you but we recommend sharing this book at least once with your child.	Twice a week



Reading in Key Stage 1

Year 1 In Year 1, children will begin to explore a wider range of texts independently with an aim to be a fluent reader by the end of Year 2. Most of the time (but not always), children will bring home two books. One of these books shall be a 'unit book' (a Sounds Write or Dandelion Readers book) which shall focus on the sound they have been learning the previous week during their phonics sessions, in order to apply their learning. This book should be fully phonetically decodable. Your child will progress through 'unit books' according to the phonics unit they are learning at school.

The second book shall be a colour banded book which may contain sounds that your child has not yet learnt, but that they have chosen as a book to read for pleasure. Although this book will still be aimed at your child's current reading ability, this encourages children to begin to make their own choices and develop a love for reading. Your child may find this book more of a challenge if not yet a fluent reader.

Year 2 By Year 2, we anticipate that your child will be well on the way to becoming a fluent reader, however this will not be the case for every child due to varied rates of progression and *therefore some Year 2 children may still benefit from the Year 1 approach, as decided by the class teacher*. Children in Year 2 shall bring home a colour banded book which may still contain sounds that your child has not yet learnt, but that they have chosen as a book to read for pleasure. Although this book will still be aimed at your child's current reading ability, this encourages children to begin to make their own choices and develop a love for reading. If your child is a fluent reader and they have progressed through the colour bands, they will bring home a chapter book (free reader) or may choose to read a chapter book from home. Please ensure this book comes to and from school every day.

Year 1 and Year 2

Re-reading for fluency: children shall change their book/s once or twice a week on the same day/s, as decided by the class teacher. We ask that you read daily with your child. If your child is not yet reading fluently, they should read the same book several times in order to build fluency, expression and intonation and develop their confidence as a reader. This is key to your child's development as a reader.

Here is the re-reading approach we use when a child is sounding out several words (this could be used for the unit books and colour banded books):

First read: When your child has finished a page, go back and read again. Your child is likely to recall words they previously sounded out and re-read this page more fluently. Repeat for the same page if necessary. The move on to the next page and repeat the process.

Second read: Challenge your child to read the book again, recalling words they sounded out to improve fluency. You may need to repeat the process used during the first read if struggling to recall.

Third read: Challenge your child to read the book again with more expression and intonation- read it like a storyteller! At this point, your child should be more familiar with the text and sound out less, therefore achieving a greater sense of achievement and feel proud of what they can do!

Discussing with your child what they have read: ensuring your child has an understanding of what they have read is key, as is book talk. At Stanton we use the acronym VIPERS: Vocabulary, Infer, Predict, Explain, Retrieve, Sequence. These points could be used to discuss with your child what they have read.

Recording: at the start of the year your child shall bring home a Reading Journal. Instead of simply using this journal to record the date that your child has read, we ask that your child takes ownership for this reading journal and uses it as



Reading Policy

a space to log their reading journey. Your child may wish to draw a picture from the book they have read or their favourite character. They may wish to write a comment about what they liked/disliked about this book or they may wish to record any words they liked or are curious about, together with a short definition or sentence.

Here is a quick reference summary of the information above:

Type of book	Purpose	How many times should this book be read?	When will my child change their book?
Y1 (and Y2 children catching up): A unit book (Sounds Write or Dandelion Reader book)	For your child to practise and apply learnt phonics.	Every day, re-reading the same book to build fluency and confidence.	Once/twice a week
Y1 and Y2: A colour banded book or chapter book (Reading for pleasure book)	Not all words will necessarily be decodable if your child is not yet a fluent reader. This book is for your child to practise other reading skills such as, using the pictures and recognising repeated words and to develop their love for reading.	Every day, re-reading the same book to build fluency and confidence. You may wish to alternate daily with the unit book if in Y1.	Once/twice a week or less, depending on the length of the book.

Reading in Key Stage 2

In Key Stage 2, children are likely to now be fluent and more independent readers, starting to make their own reading choices. Children do however progress at different rates and therefore may not yet be a fluent reader. If so, additional support shall be provided to your child and your child's class teacher shall discuss ways of supporting your child at home.

If your child is now a fluent reader, they shall have the option to choose a book from school from the following colour bands (dependent on their reading ability) or a chapter book (free-reader) if this is more suited to their growing fluency. Children may choose to read a suitable book from home instead, however please ensure this is brought to and from school daily. If you are unsure as to whether a particular book is suitable for your child's reading ability, your child's class teacher will be able to discuss this with your child.

Brown
Grey
Dark Blue
Dark Red

How often should my child read? We would actively encourage children to continue to read daily in order to explore the vast range of wonderful literature available for young readers. Our aim is for children to choose to read, however we also understand that reading may not be every child's first choice. Shared

Discussing with your child what they have read: ensuring your child has an understanding of what they have read is key, as is book talk. At Stanton we use the acronym VIPERS: Vocabulary, Infer, Predict, Explain, Retrieve, Summarise. These points could be used to discuss with your child what they have read.

Recording: at the start of the year your child shall bring home a Reading Journal. Instead of simply using this journal to record the date that your child has read, we ask that your child takes ownership for this reading journal and uses it as a space to log their reading journey. Your child may wish to draw a picture from the book they have read or their favourite character. They may wish to write a comment about what they liked/disliked about this book or they may wish to record any words they liked or are curious about, together with a short definition or sentence.



Tips for bilingual/multilingual families can be found here: <https://literacytrust.org.uk/resources/time-together-multilingual-families/>

EYFS Reading Discussion Points

- Look at the front cover and title – predict what the book might be about and what might happen
- Join in with repeated refrains
- Join in with rhyme and alliteration
- Pause at new vocabulary and talk about what it might mean
- Describe what you see
- Examine each character in detail
- Read up to an exciting part – ‘What might happen next?’
- Encourage your child to draw upon personal experiences to relate to the story and character’s feelings
- Retelling the story in their own words
- Let your child tell you their favourite part of the story

VIPERS (Supporting reading comprehension)- Key Stage 1 and Key Stage 2

	KS1 Example Questions	KS2 Example Questions
Vocabulary Draw upon knowledge of vocabulary in order to understand the text	<ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • What does this word or phrase tell you about • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section? 	<ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....
Infer Make inferences from the text.	<ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	Find and copy a group of words which show that... <ul style="list-style-type: none"> • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story?
Predict Predict what you think will happen based	<ul style="list-style-type: none"> • Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? 	<ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after?



Reading Policy

<p>on the information that you have been given.</p>	<ul style="list-style-type: none"> • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next? 	<ul style="list-style-type: none"> • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
<p>Explain Explain your preferences, thoughts and opinions about the text.</p>	<ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? 	<ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did...effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
<p>Retrieve Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.</p>	<ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....? 	<ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective?
<p>Sequence Sequence the key events in the story.</p> <p>Summarise (KS2) summarise the key events in the story.</p>	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? 	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?



Written: August 2020

To be reviewed: September 2023