



Be the best you can be, every day.

COMPREHENSION READING POLICY

Introduction

THIS DOCUMENT IS a statement of the aims, principles and strategies for the teaching of reading comprehension at North Downs Primary School.

IT WAS DEVELOPED through a process of consultation with teaching and non-teaching staff and the governing body.

IT HAS BEEN TAKEN FOR APPROVAL to the Governors in Spring Term 2022

THIS POLICY WILL BE REVIEWED in the Spring Term 2024

Comprehension is the key to becoming 'cognitively smarter', a sound task to set our pupils to their best path in life. A confident knowledge and understanding our language is imperative for all children. As we are fully aware children come to North Downs with varied experiences and exposure to language, it is our mission to develop all children to their full potential and to compensate and fill any gaps in children basic vocabulary.

Indeed, it is consistent determination of North Downs School, that every child will leave school as a fluent reader. Each child should be confident to read, not just the text they choose but any appropriate material presented, we follow the VIPERS path.

The acronym VIPERS stands for the 6 reading domains which develop confident and fluent readers. Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise (or Sequence).

Opportunities in all lessons; the chance to read and understand information considered important. Originating in Early Years and Foundation stage, the consistency set in place of the Bug Club scheme now offers the opportunity for this to develop through the school and up into Key Stage 2, as required with age-appropriate text.

Assessment is ongoing

Regular listening to readers.

Benchmarking tool used to validate the teacher's assessment of the children but is not used as a holding back tool.

Years 1-6 have Year Expected Reading Grids for ongoing assessments.

Termly NFER Comprehension Assessments

Phonics Screening Test

KS1 & KS2 Sat's

Understanding an awareness of Vocabulary comprehension and monitoring children within this model.

Figure 2: The Simple View of Reading



Throughout the whole school, the children are regularly read to. Adults also regularly listen to the children reading. Younger readers are progressed when the teacher is confident that they are ready, they will be moved on to the next level of book banding. The introduction of the Bug Club Phonics Programme (September 2021), has now allowed the smooth passage between all three bases, leading onto a consistent approach to teaching children to read, moving into KS2.

The North Downs Reading Assessment Grids ensure that children are following on the right path, as they progress through the school. The children progress from their KS1 SAT's which involves reading comprehension assessment, right through KS2 SAT's, which not only assess against the National Curriculum Age- related expectations, but also should make sure that the children are prepared for their path onto the next step in education to KS3.

If any children identified as not achieving as expected, then bespoke interventions are set in place to support and assist the children. All staff will be aware of the importance of enriching the vocabulary of children in quantity but also in comprehension of those words.

The following is a series of systems which we have set in place with the expectations for the children in each year group. The love of reading moving from the first scripts in EYFS to fluent content and inquisitive readers ready to move onto KS3.

Early Years.

This is probably the most important part of the path to Reading Fluency. Children start school with a working vocabulary between three thousand and over seven thousand words. Studies have found that GCSE expectations can be predicted by the vocabulary developmental levels of children at this age. Our important path is set here as a partnership between home and school.

Phonics introduced with The Bug Club Scheme.

In addition to the start of reading, listening, sharing, creating stories, rhymes, and song builds up the vocabulary.

Year 1

This is the time that the developing knowledge of Phonics built upon, introducing even more texts including Oxford Reading Tree to the Bug Club. In addition, the continuance of listening reading, sharing, creating stories and rhymes and son, builds up the vocabulary. Moving through more varied texts and traditional tales/ rhymes.

Specific details:

- Phonics Skills- Bug Club
- Sound Blends
- Common Exception Words (Tricky words)
- Read words with different meanings
- Read words which have different endings
- Read words with contractions
- Read books at the right level aloud
- Re-read books to build up fluency and confidence
- Listen to and talk about a range of stories and texts
- Learn well known stories fairy stories and traditional tales
- Understand the books they read and listened to.

It is in June of this school year, that the children take the Phonics screening check to assess their reading is at the appropriate level for their age. At this time, should the need be there, a series of interventions will be introduced to suit and support the child.

Year 2

In Year 2, most children are becoming fluent readers and they will have many opportunities to develop the understanding and read a variety of books.

It is important that the children continue to listen and talk about a range of stories and texts. While it is also important, that they really comprehend, not just being able to say the words, Sharing and taking turns in reading; to be able to talk more confidently about books and poems and a great emphasis placed upon really understanding the language. It is all very well to be able to read the words, but you need to be able to understand their meanings and use them in a variety of context.

Specific details:

- Develop the use of phonics skills to decode words
- To use sound blends
- To read common exception words tricky words
- To read words which have different endings
- To read words which have contractions
- To be able to confidently read books at the right level, aloud
- To enjoy rereading books to build up fluency and confidence in word reading
- To listen and talk about a wide range of stories and text
- To learn some well-known fairy
- To understand the books which they read and also the stories they are told

Year 3

In year 3, child should be well on the way to becoming a confident independent reader, developing a love of learning through reading. Most children will be understanding phonics and word reading, while fully understanding the comprehension of the task set. Teachers will be aware that some children may still need phonics support and the bespoke interventions will be given as appropriate.

Specific details:

- Specifically the child will follow this path
- To understand root words prefixes and suffix is
- Read more common exception words tricky words
- Read a wide range of books and to be able to retell stories orally
- To have the talk about interesting words and phrases having a curiosity of language
- To have confidence to perform poems and plays
- To check that the tense makes sense
- To be able to read between the lines and make more inference to what is being implied
- To use evidence from the text
- To predict what might happen next
- To be able to use dictionaries to actually understand the meaning of words

Year 4

In Year 4, there should be ever growing confidence as an independent reader. Sound comprehension skills and really understanding the text; building upon the habits that have been developed so far. To emerge as an enthusiastic reader while exposed to a variety of materials presented to them.

Specific details:

- To understand root words prefixes and suffixes
- To read more common exception words
- To read a wider range of books
- To be able to retell stories orally
- To perform poems and play scripts
- Talk about interesting language words and phrases
- To check that the text makes sense to them
- To develop skills of inference, reading between the lines and to be able to justify with evidence from the text
- To be able to predict what might happen next
- To be quote competent in the use of dictionaries to cheque meanings of words
- To enjoy reading

Year 5

In Year 5 the child will continue to develop their comprehension skills and to become an enthusiastic reader.

Specific details:

- To reference books.
- To understand root words prefixes and suffix is
- To read and talk about a wide range of fiction poetry plays and non-fiction
- To recommend books to friends and peers
- To talk about and compare themes in books
- To learn a range of poetry by heart and read poems and play scripts aloud
- To check that the text actually makes sense to them
- To read between the lines increasing skills of inference and justification of own opinions from a text
- To continue skills or predicting what might happen next often referring to similar situations
- To be able to look and identify the language structure and presentation of a text and how this adds to the meaning
- To talk about how authors use their language
- To tell the difference between fact and opinion supporting their own ideas
- Talking about books, building on their own and other ideas and knowledge
- Develop the skills to have debates and to develop presentations.

Year 6

In Year 6 the child should have developed into a confident and enthusiastic reader, becoming more independent appropriately prepared for secondary school.

It is in May of this year; the children will sit their KS2 SAT's part of which involves assessment of Reading Comprehension in relation to the National Curriculum Programme of Study. This is therefore not demanding how many books read by the child, that the children can read any texts presented to them, in addition that they have the necessary skills transferable and useful for the wider reading in KS3.

Specific details:

- To be confident in understanding root words, prefixes and suffixes
- To be able to read and talk about a wide range of fiction poetry plays and non-fiction
- To continue to the skills of recommending books to friends and peers
- To talk about and compare themes in books
- To learn a range of poetry by heart and read poems and play scripts aloud with increasing confidence
- To be able to self-check that their text makes sense and that the text reading makes sense to develop skills of inference to read between the lines and use evidence from the text to justify thinking
- To predict what might happen
- To identify how language structure and presentation of a text adds to its meaning
- To talk about how authors choose and use language
- To tell the difference between fact, fiction and opinions
- To talk about books building on their own and other ideas
- To talk about what they have read in presentations and debates.

Home - School Partnership

There are many simple and effective ways in which this partnership can be developed. The Bug Club system in our school has the facility for children to access the scheme at home.

Children have access to books fiction and non-fiction in all the classes, they are expected to take these home to read. Communication is set with Home Reading Diaries for a two-way conversation between the school and the parents. Guidance in line with school practice, where as much opportunity is given to hear the child read throughout the week; not only just hearing the words, but also discussing the content.

Reading with children at home, listening to children and developing their skills, sharing the information from the text is an excellent system for improving reading between parents and child. All opportunities are set for talking about books, stories, words and pictures, not only in the standard book but in games, instructions, activities online, indeed any aspect within and outside the home can be put in place.

At North Downs we believe:

All children should be able to confidently read and comprehend at their expected level and beyond. While those children who need extra support should be supported to develop to their very best and never permit any child to slip behind.

Key Skills: Vocabulary /inference/ Prediction/Retrieval/ Summarising

However: Enquiry and Enthusiasm/ Confidence are the outcomes.