



Newton International Academy Guided Reading Policy

English at Newton International Academy, Barwa is a rich, inspiring curriculum in its own right, but also provides skills which open the door to the depth and breadth of our curriculum as a whole.

Aims

At NIA we want our children to;

- Read confidently and fluently and seek to acquire knowledge independently.
- Develop a lifelong enjoyment of reading, taking genuine pleasure from what they read.
- Develop the reading skills they need to access all areas of the curriculum.
- Understand the meaning of what they read and what is read to them.
- Make responses to what they read justifying those responses
- Become immersed in other worlds... both real and imagined!

Approach

Reading is not simply the decoding of the words on the page but involves the ability to read, and understand, a wide range of different texts, including fiction, non-fiction, poetry, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning. It has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should develop the following skills:

- To read aloud fluently and with expression.
- To read for meaning.
- To read a wide range of fiction, poetry and non-fiction material.
- To use a range of strategies for reading including.
 - *Phonics (identifying letters and their sounds, and blending them together).
 - *Visual (whole word recognition and analogy with known words).
 - *Contextual (use of picture and background knowledge).
 - *Grammatical (which words make sense).
- To recognise vocabulary, grammar and literary devices in texts which can be used effectively in writing.
- To read a text critically and know how to improve it.



The Reading Curriculum

Reading is taught daily throughout the school. We do recognise that reading is a highly interconnected subject, so teachers, therefore, consider links between areas of reading in their planning across the curriculum. Our Reading curriculum follows the National Curriculum 2014. This has been designed with support from the statutory and non-statutory guidance from the National Curriculum, Jolly Phonics, Bug Club, Ashley Booth whole class reading and the VIPERS approach. Content is designed to be progressive and challenging for all. Teachers will plan to support children where necessary and challenge children who grasp the curriculum quickly.

Phonics Teaching

At NIA, we recognise the fundamental role that phonics plays in developing early reading skills among our Key Stage 1 students. We prioritise phonics as a cornerstone of early reading development in Key Stage 1. Following the Jolly Phonics scheme, all Key Stage 1 students participate in 3 tailored phonics lessons weekly, designed to cater to individual proficiency levels. This approach ensures personalised support and accelerated progress, fostering confident readers.**See Phonics Policy for detailed overview.*

Reading Year 1-2

For our Key Stage 1 students, alongside the three Phonics lessons per week, they will engage in two weekly Guided Reading sessions, each lasting 50 minutes. Our dedicated teachers will adhere to the established Bug Club framework, which encompasses a comprehensive approach including activities before, during, and after reading. These sessions will place a strong emphasis on explicitly teaching essential skills such as comprehension strategies, vocabulary development, and decoding techniques.

We encourage the selection of a diverse array of high-quality, age-appropriate texts for our Whole Class Guided Reading sessions, encompassing fiction, non-fiction, poetry, and plays. These sessions will incorporate the explicit teaching of reading strategies and comprehension skills.

To enrich the learning experience, our educators will employ various instructional methods, including teacher modeling, think-alouds, and effective questioning techniques. Shared reading experiences will also play a crucial role in enhancing students' comprehension and active engagement with the text. Furthermore, our commitment to active learning extends to opportunities for partner work, pair sharing, and peer discussion, which will be thoughtfully integrated into the sessions to promote collaboration and deeper thinking among our young learners.



Reading Year 3-6

Every child takes part in Guided Reading lessons three times per week, which focus on either developing their understanding of word meaning or their reading comprehension skills. The first 15 minutes of the lesson, the children will focus on spelling (NNS) whereafter they will be exposed to a wide range of shorter texts, selected thematically, both fiction and non fiction including poems, songs, science, geography texts. This follows the 'Ashley Booth' approach to whole class teaching.

All children read aloud using a variety of reading aloud techniques such as choral or echo reading. During these lessons, children will take part in activities to include: vocab check, quick quiz, partner talk, individual or partner thinking and solo work. Children's thoughts can be recorded on whiteboards or in their English books. During these sessions, the teacher will model high quality examples to aid the children's thought process.

Year 3-6	Lesson 1	Lesson 2	Lesson 3
Starter 15 min	NNS	NNS	NNS
Main 35 min	Whole class – Ashley Booth	Whole class – Ashley Booth	Whole class – Ashley Booth

VIPERS

- V - Vocabulary
- I - Infer
- P -Predict
- E- Explain
- R- Retrieve
- S- Summarise (KS2) Sequence (KS1)

VIPERS is a handy method of making the reading foci accessible to pupils. We use this approach in guided reading and follow up comprehension work. Independent Reading Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.



Hearing children read aloud

- Basic reading aloud - children take sentences or paragraphs depending on text length/sentence length/proficiency.
- Echo reading - teacher reads exactly how text should sound and asks a child to 'echo it' giving constructive feedback as appropriate.
- Choral reading - pairs, groups or the whole class read aloud at the same time. This approach should be used more sparingly than the others.
- Drop ins - if a child has not read aloud to the class due to proficiency, the teacher should 'drop in' with them during an activity and hear them reread part of the text. This should not happen during 'partnered talk'. These children can also be targeted on during other lessons, to reread short segments of the class novel to the teacher.
- Important to model to children about good reading aloud.
- Filling the room with their voice - loud and clear.
- 'Try that word again' - phonics strategies.
- Modelling self-correction when you're reading the class reader and drawing attention to the fact you have done so.
- Modelling that word substituting that doesn't make sense can change the meaning completely and how to spot it - did that word make sense in that sentence? Why? Try reading the word again or thinking about what word it could be contextually.

Throughout the week, each class will also read a class novel that the class will be reading. The class books will be read in a variety of ways from whole class reading, to individual reading, to teacher reading it. This gives children the opportunity to explore different books from a range of different authors, whom they would not normally choose.

A visit to the library is scheduled on each class' timetable where children can select from a variety of books to take home.

The Reading Environment

Classrooms and all school areas should provide a print rich environment to promote the importance of reading. Reading displays should form a part of that environment. All classes should have a welcoming book corner which contains reading books at their level of reading and topic-themed collections of non-fiction books.



Parents as Partners

Co-operation and support from parents is paramount if a child is to become a successful and competent reader and we strive to develop and encourage a strong partnership between home and school. It is our policy to send ORT reading books home weekly and to encourage parents and carers to practise reading at home as well as reading favourite bedtime stories. Parent Guided Reading/Phonics workshops are organised for the beginning of the school year to familiarise parents with the reading curriculum and NIA's reading approach. Further individual meetings can then be held with parents who are struggling to get their child to read at home or who need support with strategies.

Homework

A variety of books are allocated on ActiveLearn (Bug Club) for children to read at home. This is monitored by the teacher. Children will also receive weekly phonics/comprehension homework to complete as well as their library book to read at home. Children will also receive Oxford Reading Tree books specific to their ability to read with an adult at home.

Assessment

Each term, Year Groups undertake a formative assessment. These results are used for future planning and to highlight any individual learning gaps. ORT placement tests are also completed with Year 1-6 children to place them on the correct Oxford Reading Tree level.

In Key Stage 1 children will complete Jolly Phonics assessments, these take place 4 times per year and are used to assess the children's understanding of letter sounds, blending and segmenting.