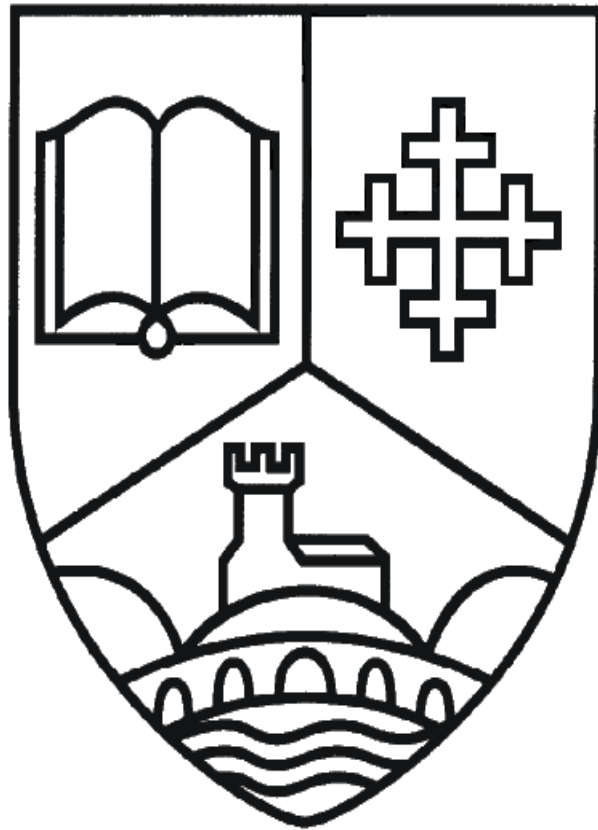


Bidford-on-Avon C.E. Primary School



Policy for Reading.

1. Purposes of study and Aims:

Our school vision is for pupils to flourish as valued members of the world community, as educated citizens and as part of God's creation. Reading is vital to children's engagement in their education and the wider world. By the end of their primary education, all pupils should be able to read fluently, respond to a range of texts for a variety of purposes and above all enjoy reading.

At Bidford-on-Avon Primary School we aim to help our pupils to:

- Enjoy books and reading so that they develop a life-long love of literature.
- Read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Understand the sound and spelling system, and use this to decode words with increasing accuracy.
- Understand and respond to a wide range of text types including literature drawn from the English literary heritage and from other cultures.
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing.
- Develop research and study skills, using library and class texts, in conjunction with the ICT system, finding appropriate fiction and non-fiction books from the library.
- Have the confidence to be able to read aloud with expression and clarity.
- Value and care for books.

2. Teaching / learning

In the Foundation Stage, the teaching of reading is based on the Prime Areas of Communication and Language, and the Specific area of Literacy in **The Early Years Foundation Stage** (EYFS).

In Key Stage 1 (Years 1 and 2), the teaching of reading is based on the **National Curriculum for English** 2014 reading programme of study and covers the strands of:

- word reading
- comprehension (both listening and reading)

EYFS

In EYFS, pupils are given opportunities to be immersed in an environment rich in print and possibilities for communication.

They use communication, language and literacy in every part of the curriculum, and they are given opportunities to speak and listen and represent ideas in their activities.

Phonics skills are taught through discrete daily phonics sessions based on the teaching sequence outlined in a DfE approved scheme (Twinkl Phonics) (see phonics policy).

Guided reading:

During the week, children read at least once to an adult, initially on a 1:1 basis. There are a range of reading and phonics opportunities provided each day, including reading games and word building activities.

During the Summer Term, as the children's reading skills progress, they begin reading activities, in adult guided groups based on ability, to prepare the children for Year 1.

Home reading: two books of appropriate levels are exchanged weekly at a regular timetabled slot. At least one book is phonetically decodable, and the other may be a 'sharing book' to promote language development and a love of reading. In addition, the children can choose a bedtime story to take home and share with an adult. Communication takes place with parents through a home reading diary. Parents are requested to encourage the children and write positive comments in the reading diary.

A wide range of stories, traditional tales, nursery rhymes and non-fiction texts are shared through teacher-led activities, shared reading, and independent reading, and there is a rich and regular 'Read aloud' programme (story time).

Warwickshire Library topic books are available in class to enhance topic learning and to enrich language development. Children regularly visit Bidford Public Library to choose books to take back to class.

Key Stage One

In Key Stage One, the learning from EYFS is built on so that children begin to read a range of texts independently and with enthusiasm. Every day, each child will be engaged in speaking, listening, reading and writing activities which allow them to explore and practise their phonic knowledge, blending and segmenting skills independently.

Phonics skills are taught through discrete daily phonics sessions based on the teaching sequence outlined in a DfE approved scheme (Twinkl Phonics) (see phonics policy).

Home reading book: two books of appropriate level are exchanged weekly at a regular timetabled slot. One book is phonetically decodable, and the other is a

'sharing book' to promote language development and a love of reading. Once children are fluent readers in Year 2, they take home two books of appropriate level to read independently to an adult.

Guided reading sessions lasting about 25 minutes take place each day, sessions include both whole class and/or group work with children grouped according to ability and reading texts at a suitable challenge level from a reading scheme. The teacher works with every group during the course of the week and independent activities include: comprehension, inference, responding to a text and reinforcing phonics teaching. Blue guided reading journals are used by children for their independent work. Teachers keep a record of the books that have been read.

English lessons, where appropriate, are built around whole class texts where the children are actively involved in listening to the text being read aloud, joining in and following the reading whilst contributing to discussion and response. In all lessons, children practice and apply their word level knowledge and the skills they are acquiring. The teacher leads discussion about the text to help children develop their understanding. Children learn how to interpret and make sense of what they read.

The children have a daily time set aside for being read aloud to (story time) to promote listening skills and enjoyment of books.

Key Stage 2

In Years 3 and 4, pupils read a range of texts and respond to different layers of meaning in them. They explore the use of language in fiction, non-fiction, poetry and graphic novel texts and learn how the structure of language works. In years 5 and 6, pupils read and respond to an increasingly wide range of texts including longer novels and classic children's fiction. They respond to different 'layers' of meaning, both literal and inferential.

Whole class guided reading sessions lasting about 25 minutes take place each day reading texts at a suitable challenge level. The teaching develops text specific vocabulary, comprehension and inference skills. A yellow guided reading journal is used by children to record their independent work.

English units, where appropriate, are planned around whole class texts, and familiarise children with a range of authors and genres.

In other areas of the curriculum, children are taught how to use research skills and increasingly carry out independent research, using the internet and non-fiction books in subjects outside of English.

The children have a daily time set aside for being read to from a longer children's novel.

Home reading books are exchanged as required, with children being responsible for choosing their own book from a range of appropriate levels. Children use the Accelerated Reader Programme to identify suitable books, and to complete comprehension quizzes on the books that they have read. Staff regularly monitor data from Accelerated Reader to support children in their choice of books and to keep track of the books they have read.

Communication takes place with parents through a home reading diary which is checked on a weekly basis. Children are expected to read at home at least five times to an adult for at least 20 minutes. Parents/carers are asked to sign their child's reading record after each home reading session.

3. Reading Environment

Each key stage maintains well-stocked book areas, in classes and communal area, providing a range of fiction and non-fiction, poetry and graphic novels. These books reflect different cultures and gender choices. There are also books relevant to the topic/theme being studied each term. Children are encouraged to visit and join the local library.

Reading books include a range of commercially produced schemes, which are supplemented with a range of other books with appropriate vocabulary and sentence structure. Children also have access to a range of other books, with varying levels of difficulty, which they are encouraged to read for pleasure and information. Designated KS2 'reading watch' staff engage with pupils to regularly audit and update our book stock ensuring the provision of a range of stimulating texts.

Pupils read and explore texts on screen through the use of digital devices in classrooms. They use the Internet for research purposes and learn how to discern and evaluate the reliability of source material.

Displays around school promote a love of reading, and opportunities such as World Book Day and the public library's summer holiday reading challenge is used to promote a love of reading. Staff provide positive role models as enthusiastic readers and reading is celebrated weekly through 'Reader of the Week' stickers in celebration assemblies. Termly certificates are also given out to children who achieve reading milestones on Accelerated Reader.

4. Assessment and monitoring

Phonics and guided reading are planned for using prior knowledge of children's attainment. Ongoing teacher assessment is made of children's progress and oral and written feedback is used to inform children's learning.

In Key Stage 1, records and comments about pupils' performance and progress are noted during guided reading sessions. Each child has a blue notebook in which records of the books read during these sessions are kept. Phonics tracking grids are

filled in by the class teacher each term detailing progress against phonics levels according to the school scheme.

Pupils are assessed using a range of termly summative and formative assessments, including end of key stage assessments and teacher assessments.

In Key Stage 2, children in Years 3 – 6 are also assessed using Accelerated Reader, which gives information about reading ages and levels. Children are set half termly reading word count targets, which teachers update and feedback regularly to children. Gold stars are given to children reaching their targets.

Each term, children complete a Star Reading test as part of the Accelerated Reader Programme to assess students' reading abilities, including word recognition, vocabulary knowledge, comprehension, and fluency.

Across the school, children's attainment is monitored and tracked at the end of each term. These results are tracked throughout the school and used to inform the school action plan, monitor standards of teaching, and identify children or groups of children who may need intervention.

Pupil information is passed on to the new teacher at the end of the year.

The results from statutory testing (Y1 phonics screening, Y2 SATS and Y6 SATS) are also monitored.

Monitoring of the teaching and learning in guided reading and phonics lessons is carried out by the SLT during lesson observations.

Pupil progress meetings take place between the SLT and class teachers each term to identify areas of concern.

5. Access

Equal Opportunities

We aim to ensure all children have equal access to the curriculum, regardless of gender, race, religion or ability.

Interventions

Children's progress and attainment is monitored, and those who have not reached their expected rate of progress in phonics or reading levels are identified. A wide range of materials and intervention programmes are available to teachers and teaching assistants to help children.

There is also a programme of hearing selected children read, with 1:1 support by adult volunteers.

S.E.N.

Children with specific reading, speech and hearing difficulties are identified and supported through support programmes in school. Provision for this will be arranged initially by the class teacher, and where necessary an I.E.P will be drawn up in consultation with the child and parent.

English as an Additional Language

Children learning English as an additional language will be assessed by the class teacher. Once assessments have been carried out, any further special provision will be made in accordance with the school policy.

Individual children's needs are met by differentiation in teaching providing challenge and support.

Reading across the curriculum contributes to the child's spiritual, moral, social and cultural development and opportunities. Through reading, children learn about the wider world; about how people live; how they experience the world; what they believe and the rich world of the human imagination. It supports pupils growing curiosity and wonder about the world around them, through access to a diverse world of story, language, knowledge and human experience. This supports their spiritual development as they explore their place in the world and big questions about the meaning of existence, who they are, how they relate to others, to nature, to beauty and to God.

6. Working in partnership with parents

The teaching of reading is greatly helped if there is strong communication and support between home and school. The school encourages parent helpers to hear readers at school on a regular basis.

Reading information meetings are also held to advise parents on the reading strategies used at this school and how best they may help their child at home.

Parents are kept informed of their child's progress in reading on a termly basis during parents' consultation meetings and by the end of year written report. Half-termly targets are also sent home.

Date policy revised: 15/12/23

