



Brinsley Primary and Nursery School
Learn today, be a star of tomorrow

School Policy for

Reading

Person Responsible: F Bates

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Why do we teach Reading the way we do?

First and foremost our curriculum aligns with the Early Learning Goals and the National Curriculum.

English

The Statutory Framework for Literacy in the Early Years states educational programmes must involve activities and experiences for children that:

- encourage children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

The National Curriculum for English aims/intends to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Reading

The Statutory Framework for Early Years states the Early Learning Goal for Reading as follows;

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

- Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.
- Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the

early teaching of reading to beginners (i.e. unskilled readers) when they start school.

- Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.
- It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

At Brinsley Primary and Nursery we believe that Reading is a unifying strand across the whole curriculum. It is a tool that opens the door to many areas of a child's development and is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to create the balance between instruction in cognitive reading processes which develop the children's technical and comprehension skills and affective experiences which foster a lifelong love of reading. Through this, we cultivate the behaviours that they will need, to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read.

This curriculum is delivered through synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

Dr Seuss

How do we teach Reading?

Early Reading

Synthetic phonics is the first formal method for the teaching of reading that we use as it provides the foundations required to become a fluent reader. We understand that once children are able to decode fluently, the teaching of comprehension is quicker and more effective as they are able to focus all of their attention to understanding what they read. Daily, fast paced, highly interactive and challenging lessons ensure effective learning and progress.

Decoding and graphic knowledge are taught using the Letters and Sounds phonics scheme principally, with strategies and resources from the Twinkl Phonics Scheme used alongside. Children are taught the graphemes and their corresponding phonemes in the order set out in the scheme. This begins with the simplest sounds first and progresses systematically through to the most complex combinations of letters. In each session, there is a review of prior learning through the quick recognition of previously learned graphemes/ phonemes and the skills of blending and segmenting are modelled by the practitioner, recapped collaboratively and practised individually in the contexts of reading and writing words, captions and, where appropriate, sentences. Our phonics teaching is linked to books through whole class reading using e-books and big books, shared and guided reading and one to one reading sessions in which the children read phonically levelled (or phonetically decodable) texts. This ensures that the children understand the purpose of their phonics learning as they are able to apply their learning in a meaningful manner.

Phase 5 of letters and sounds is taught throughout Year 1. Children who are identified as not being on track to pass the phonics screening check receive a daily afternoon phonics intervention in addition to their daily phonics session. In year 2, children who did not pass the phonics screening check, continue to receive phonics sessions and one-to-one phonics coaching. There is a small number of children who require phonics teaching in Key Stage 2 because they are reading below age related expectations and in their word recognition and decoding skills. For these children, phonics is taught in small group sessions in the afternoons and they continue to read phonically levelled texts.

All children in Foundation Stage and Key Stage One receive one-to-one reading; the frequency of which is determined by their needs. In these sessions and for their home reading, children read phonically levelled text, matched to their ability. Opportunities to apply phonic knowledge are offered within the continuous learning provision in both the Foundation Stage and Year 1. Finally, the reading of common exception words (trick words) is threaded through phonics sessions and shared and guided reading and addressed through fun games. To allow for further consolidation, these words are sent home with children to ensure continuous practise.

Shared and Guided Reading

In the Foundation Stage, children have daily opportunities to listen to texts read by the teacher. Comprehension strategies are modelled and explicitly taught during these sessions. After the Autumn Term, children begin to participate in small group guided reading sessions. These are led by the teacher or teaching assistant and incorporate a range of both word-reading and comprehension activities.

Throughout Key Stages One and Two, our shared and guided reading sessions balance the teaching of reading between word reading, wider decoding skills, grammar for reading, wider comprehension strategies and response to text in order to develop fluent readers who understand what they are reading. Comprehension is taught from an early age to prevent comprehension difficulties arising as the language demand of the texts they encounter increases.

In Key stages One and Two, we use Focus Curriculum Enquiry Topics as a scaffold for our curriculum delivery. Each year group focusses on a key question each half term which is driven by a high quality, age appropriate core text (appendix 1), putting literature at the heart of our curriculum. Key questions centre around geography, history or science with reading skills and objectives interwoven throughout. English lessons are delivered whole class, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target small groups of children to enable them to achieve at an age-related level wherever possible.

To ensure children have access to an extensive range of topic related literature, we subscribe to the Education Library Service. This gives teachers access to an established library of resources as well as specialist librarians who can support them in creating collections of books suitable to the needs of the individual classrooms.

In Key Stage One children participate in weekly, small group guided reading sessions. Teachers use Pearson's Bug Club book banded reading targets to plan objectives for groups dependent on their skill level. Sessions focus on a combination of word reading and comprehension strategies using both eBooks and book banded books.

In Key Stage Two, a whole class guided reading approach using Pearson's Bug Club Comprehension is undertaken. Each week of teaching is anchored by a key text. Texts are varied in genre and style, and some are studied for one week while others are studied over a period of up to five weeks. Each week of teaching runs as a cycle, with activities for small groups of children to complete on a daily basis, in sessions lasting between 20 and 30 minutes. The progression of activities across the five days helps to develop children's comprehension strategies and deepen their comprehension of the week's key text.

Day 1

The first day focuses on the key strategy of clarifying, helping children to become familiar with words they will experience in the text and so removing barriers to comprehension. Working independently, in pairs or in a group, children complete activities that explore key vocabulary from the text. They record their responses in their individual workbooks.

Day 2

On the second day, children pre-read the key text for the week. Confident readers can read it independently (in print or online), whereas less confident children can listen to the audio book on ActiveLearn. The children record their thoughts about the three 'key questions' – the 'looking', 'clue' and 'thinking' questions – in their workbooks. They also generate their own questions about the text in preparation for the group discussion on the third day.

Day 3

On the third day, the whole class discuss the three key questions. Children speak directly to one another, building on each other's comments.

Day 4

On the fourth day, children reflect on their group discussion and revisit the key questions, exploring what more they have learned and how their thinking has developed. Working independently, in pairs or in groups, they complete activities in their workbooks, revising and embedding the strategies practised during the discussion. The fourth day also provides an opportunity for formative assessment, using children's workbooks to observe how their thoughts about the three key questions, and their use of the key comprehension strategies, have developed.

Day 5 (Optional, dependent on the needs of the class)

On the fifth day, children complete a follow-up writing activity in their workbooks, which focuses on a selection of key comprehension strategies.

Children who are reading below age related expectations participate in additional intervention outside the comprehension lessons. Interventions include activities that develop accuracy, fluency and comprehension such as RWI, Speed Reading, Precision Teaching and Guided Comprehensions.

Reading for Pleasure and Home Reading

It is important that children are motivated to read at home regularly; when their reading miles increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Furthermore, we know that reading pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

The frequent reading aloud of good quality picture books, short stories, chapter books, poetry and non-fiction is part of our whole school routine and there is dedicated curriculum time for this. This is in acknowledgement of the fact that children who are regularly read to, do better both socially and academically. Teachers have access to top book recommendations for their year groups to ensure that during their time at our school, children experience a range of authors and genres encouraging a breadth in their reading that will lead to greater engagement.

Our school library has become an invaluable resource, which the children have really taken ownership of and use consistently, to immerse themselves in the wonderful world of books. The school and local community have donated and undertaken various fund-raising events to ensure that it is stocked with an attractive range of fiction and non-fiction to support every ability and reading choice. It encompasses the latest reading trends and classic texts that should be part of every child's primary school experience- building the children's cultural capital. The use of these resources is enhanced by the teacher's knowledge of children's literature and of their pupils as readers.

To give the children a voice within the reading curriculum, each year group within Key Stages One and Two have advocated two Reading Ambassadors. The role of the ambassadors is to assist in the running of the library, promote and recommend high quality reading material to their peers, support in the running of celebratory reading events such as World Book Day and take an active part in selecting and purchasing new reading material for the library and classrooms.

To promote parental engagement in home reading we use a home-school diary. These serve as both a log for home reading and a platform for parents and teachers to share any relevant messages. Reading logs are checked by the teachers on a regular basis and children are rewarded for reading at home, each Key Stage has a reward system relevant to their age group. Within each child's diary, teachers provide a book banded target sheet relevant to the individual child. These enable parents to see what the next steps are in their child's reading journey and also give suggestions of how they can help their child achieve these.

During the Autumn Term Foundation Stage and Key Stage 1 run parent workshops. During these workshops teachers emphasise the importance of reading for pleasure, explain the process of teaching synthetic phonics and give tips on how to support learning at home. During the Spring or Summer term further workshops are offered to parents that detail the process of the Year 1 Phonics Screening Check and the Year 2 and 6 SATs.

Subject Organisation

Long Term Planning

Foundation Stage use the Statutory Framework for Early Years and Key stages One and Two use the National Curriculum.

Medium Term Planning

Foundation Stage use the Development Matters document to plan reading opportunities at age appropriate levels for all children, driven by an enquiry approach to the curriculum.

Primary year groups use the Focus Education Curriculum to plan interesting and exciting topics. Each unit details how it is linked to the National Curriculum objectives.

The Focus Education Curriculum provides an abundance of opportunities to make cross-curricular links. Teachers plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Across both key stages, a themed topic approach has been adopted and the majority of the children's English work is linked to the themed topic.

Teachers use Bug Club as the main vehicle for planning guided reading and in Key Stage 2, detailed medium term plans can be accessed via the ActiveLearn website.

In Key Stage 2, Bug Club Comprehension Strategy Coverage Charts enable teachers to see which skills are being covered in each unit of work. The 'Progression in Reading at BPS' document (appendix 2) details how objectives throughout the years develop and demonstrates how objects are met in each classroom. This document also provides teachers with exemplary questions they may wish to include in their planning.

Short Term Planning

These are up to five day plans that provide details of activities, key questions, AFL, speaking and listening, and teacher input. They also outline strategies for differentiation and use of success criteria to achieve learning objectives. This is particularly important to support the learning of children on the SEN or Gifted and Talented register. Short term planning also takes account of the role of teaching assistants and other additional adults within the class during the teaching of English, as to how they will support the work of the teacher.

How do we measure the impact of our Reading Curriculum?

Marking and Assessment

Work will be marked in accordance with the marking policy (see separate document). Assessment will be on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks, work sampling, self-assessment and up-levelling and informal summative assessment; and this will inform planning and teaching. Reporting to parents occurs annually with a written report and also through parent consultations.

Children's progress in phonics is continually reviewed through periodic phonic assessments and evidence from their reading and writing. Through these, teachers identify the graphemes that need to be addressed which then informs planning and intervention. In June, the national Phonics Screening Check is undertaken to confirm that the children have learned to decode to an age appropriate standard and determines what level of provision they will require the following year.

In KS1&2 and EYFS, summative assessments are entered into OTrack each term. Teachers use their professional judgement to determine whether a child is working within age-related expectations, above or below. Judgements are formed using a variety of tools throughout the year (see Whole School Assessment Timetable). Tools include Bug Club Book Band Assessments, NFER Tests, Guided Reading notes, Individual Reading Records and any other assessments the teacher deems necessary to form an accurate judgement.

Day-to-day, on-going assessment is a crucial method of assessment which provides instant feedback to the teacher and ensures progress within every lesson. AFL strategies are used in all lessons. These strategies provide a clear picture of a child's

level of understanding and, ensure that teachers can quickly assess when a child does not understand and needs greater support. Lessons should be flexible enough to allow teachers to adapt to the needs of the child. AfL should also be used to inform planning for subsequent lessons.

Progress is assessed regularly. At the end of each term, assessment data is gathered and progress is monitored closely by subject coordinators (see data analysis reports) and the Senior Leadership Team. Children are expected to make good or better progress in all subjects and this individual progress is carefully tracked. In cases where children are identified as making less than expected progress in reading, rapid interventions are put in place to address gaps in learning.

The impact on our children is clear: progress, sustained learning and transferrable skills. By the time children leave out school we intend our Reading curriculum to have had the following impact:

- Pupils will enjoy reading across a range of genres
- Pupils of all abilities will be able to succeed in all reading lessons
- Pupils will use a range of strategies for decoding words, not solely relying on phonics
- Pupils will have a good knowledge of a range of authors
- Pupils will be ready to read in any subject in their forthcoming secondary education
- Parents and carers will have a good understanding of how they can support reading and home, and contribute regularly to home-school records
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

ROLE OF SUBJECT LEADER

The Subject Leader should be responsible for improving the standards of teaching and learning in Reading through:

Monitoring and evaluating Reading:-

- Pupil progress.
- Provision of Reading (including Intervention and Support programmes/ this is decided alongside SENCo.)
- The quality of the Learning Environment.
- The deployment and provision of support staff (this is decided alongside SENCo.)
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent English developments.

- Moderation.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.