



Branton Community Primary School

Reading Policy

September 2021

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1)Our intent

Aims

- By the end of each year, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in their next stage of learning. Our cross-curricular approach allows pupils to learn subject specific vocabulary throughout all lessons. Pupils are given plentiful opportunities to discuss what they are learning and to develop their wider skills in spoken language to increase pupils' confidence, enjoyment and mastery of language.
- To develop word reading skills which enable the children to have speedy working out of the pronunciation of unfamiliar words (decoding) and the speedy recognition of familiar words using a Reading Routine that is rehearsed and practised daily.
- To embed Grapheme Phoneme Correspondence, the relationship between sounds and the letters which represent those sounds (GPC)s, using Read Write Inc programme of study, which is taught consistently across school by a competent team of teachers who have received specific programme training.
- To support children's comprehension skills through ensuring experiences of high-quality discussion with the teacher and peers, and establishing clear methods for answering a range of comprehension questions (summary, inference, prediction etc)
- To experience a range of genres discussing a range of stories, poems and non-fiction.
- To promote children's love of books by providing access to libraries of books that link to children's interests but also to engage children with texts and knowledge outside of their current experience.
- To use reading to expose children to a wider vocabulary.
- To be able to respond imaginatively to a variety of texts including fiction, non-fiction, poetry and prose
- To develop children's fluency, intonation and expression and be able to read aloud for different purposes adopting the appropriate methods.
- To develop children's reading at home by making strong links with parents.

The Role of the Headteacher

- Set high expectations and monitor planning, teaching and progress
- Encourage a whole school approach, keeping parents, governors and support staff well informed
- Support the subject leader and individual teachers
- Lead by example showing a thorough and up to date knowledge of the subject including developments in curriculum and assessment.
- Be responsible for training and creating a highly competent team of expert reading teachers across school.
- Ensure that the delivery of reading lessons is delivered to a high standard and support staff with continuous professional development (CPD), training and coaching where needed.
- Ensure that children make a strong start in Reception through high quality phonics teaching and moderating results to ensure that all children keep up.
- Monitor the teaching of English termly, providing feedback where necessary to individual teachers.
- Support staff in assessing pupil's reading level by providing resources or through moderation.
- Identify in service training (INSET) needs and where necessary plan and deliver INSET, model lessons or lead staff meetings.
- Manage a yearly budget, and update resources ensuring adequate resources to teach the full range of Early Learning Goals/Programme of study for English.

Role of the SENDCo

- Support the teachers in identifying with children with special educational needs and encourage whole class inclusion and Quality First Teaching.
- Assist teachers to complete individual education plans and make assessments.
- Support the teacher with delivering extra provision or obtaining appropriate resources for phonics and reading based on a child's individual needs.

The Role of Governors

- Have an up to date knowledge of the school and be well informed on the school improvement plan through leadership of the Headteacher and senior leadership team (SLT).
- Monitor and review progress on the English Action Plan
- Support the staff in implementing the school's policy for English

2) Our Implementation

Role of Classroom Staff

- Deliver a consistent Phonics approach in daily lessons using the Read Write Inc scheme.
- Organise shared reading sessions at an appropriate level to develop fluency and accuracy. Children take part in high quality discussions about the text to develop spoken language skills and increase vocabulary.
- Expose children to all reading assessment content domains through teaching discussions and modelling and by providing written questions under ERIC (Explain, Retrieve, Infer and Choice) Summary and prediction skills to be evidenced throughout.
- Teachers deliver a reading for pleasure session at the end of the day, exposing the children to a range of classic and new authors throughout their time at school.
- Teachers ensure that feedback is provided at time of reading and guidance on improvement is shared with the children and parents via Tapestry.
- Send reading books and books to read for pleasure home weekly, ensure each child has 1:1 reading in school at least twice per week.
- Through day to day teaching, identify vulnerable groups or individuals not making enough progress and work with teaching colleagues and/or Headteacher/SENCO to put measures in place.
- Develop a bank of books to be used yearly for teaching within EYFS, KS1, LKS2 and UKS2.
- Ensure children who are new to school or new to English, are assessed upon arrival and an appropriate phonics programme/starting point established for that pupil.
- Ensure that children receive phonics teaching until they can read with fluency.
- Ensure that class and school libraries are up to date and books are well organised and looked after.
- Ensure that the scheme is well organised and matched texts are clearly labelled and tidy.
- Staff will monitor and ensure that children have the opportunity to read a range of diverse materials.

Whole class Reading

- Teacher to select extracts from our reading scheme both fiction and non-fiction. At points in the year the class will look at a set text appropriate to their needs. Teachers will model reading to the class as well as ensuring pupils develop confidence in reading to others.
- Children will take part in a range of comprehension activities and discussions. The focus is on building fluency and supporting pupils to retrieve information and build on inference skills, moving onto a focus on independence in answering written questions and support to achieve high quality written answers within KS2. Teachers will also focus on sequencing/ summary, prediction and vocabulary skills.
- Children will have opportunities on the timetable to develop their reading and fluency either independently or supported by an adult.

Organisation and planning

- As soon as children begin school, listening skills will be developed by teaching phonological awareness and staff modelling.
- Within the EYFS adults will ensure plenty of opportunities for talking and discussion by 'thinking out loud', questioning, explaining, deliberately connecting events and making links with stories read to the children.
- Children will be provided with opportunities for natural discussion from EYFS onwards by removing the need to use 'hands up'.
- Children will be encouraged to read for pleasure using staff as good role models during reading for pleasure time each day.
- Children will have books to take home, one matched to their phonics ability and one for developing discussion and vocabulary, and are encouraged to read each day.
- Children will be able to change their chosen book whenever needed or at least once a week for younger children.
- Parents and readers in school will record reading on Tapestry and within internal Read Write Inc progress sheets.
- Children will read matched texts to their phonics ability in Reception and KS1 (or until they have developed the confidence to use and apply phonetic skills).

- All pupils will have opportunities to select their own titles from within their reading level, or from the next reading level (to provide challenge), as their chosen book for developing vocabulary and discussion.
- Each child will read individually with an adult in their classroom at least once a week and have the opportunity for reading in matched pairs. EYFS and pupils needing additional support will read at least twice each week.
- Children will have access to their classroom reading areas and the school library, and will be supported in finding books that interest them.
- Vocabulary will be built upon throughout all curriculum subjects, between pupils and adults and through talking partners. Key topic related vocabulary will be displayed and shared with the children.
- Children will be provided with plentiful opportunities throughout the curriculum to read aloud to an audience to develop intonation and fluency.

COVID-19 Recovery

- Reading for pleasure will be encouraged at home with the use of books from both the school and mobile library to increase and maintain emotional wellbeing.
- Links to PSHE within books shared by adults will aim to emphasise the importance of physical and mental health.
- Individual next steps will be noted and revised regularly, details of which made available to all adults who listen to readers and shared with parents.
- Focussed Read Write Inc book scheme reading will boost those children most affected by disrupted schooling.

Timetabling

- Early Years - between 30 to 45 minutes of phonics each day including Speed Sounds, Word time and letter formation, increasing during the year, and at least one story time, singing session and poetry time daily. 1-1 reading at least twice per week.
- KS1 - 1 hour of phonics each day consisting of 20 minute discrete phonics lessons/ targeted phoneme revision/practise, 10-15 minutes of reading, 20 minutes of writing referring to RWI Fred Fingers etc, 5-10 minutes of real and nonsense words practise.
- RWI book scheme reading weekly for KS1
- Whole school Reading for Pleasure sessions daily
- A poem a day KS1 and KS2

3) How will we measure the Impact?

Assessment

- Continuous formative assessment during phonics sessions, activities and all lessons.
- Read Write Inc phonics assessments.
- Miscue analysis
- Weekly spelling tests
- Regular reading comprehension.
- Phonics screening check.
- Year 2 SATs.

R Plunkett and V Birdsall
September 2021

This policy will be reviewed by R Plunkett and V Birdsall September 2022

4) Appendix

Resources

- Read, Write Inc. phonics programme
- Read, Write Inc. phonics programme 1-1 tutoring programme
- Read Write Inc Assessments
- Oxford Owl Online RWI subscription (renewed annually)
- Literacy and Language (part of RWI)
- Twinkl and the Twinkl Book Club
- Education City online activities (annual subscription)
- Assertive Mentoring reading assessments
- Various reading books (fiction, non-fiction and poetry) in book bands, inc. ORT core and supplementary schemes, Rising Stars, Big Cat Phonics, and other decodable phonics books
- School Library
- Library Van
- Central reading area