

PROMOTING POSITIVE OPPORTUNITIES FOR ALL

***BRIGHSTONE C.E.***  
**PRIMARY SCHOOL**



Reading Policy

**Date Agreed:**

**Review Date:**

**Signed:**

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**Chair Board of Governors**

## BRIGHSTONE C. OF E. AIDED PRIMARY SCHOOL

Revision No.	Date Issued	Prepared By	Approved	Comments
1	9 <sup>th</sup> October 2012	RB	QESO	New Policy
2	June 2015	RB		Revised Policy
3	March 2016	RL		Revised Policy
4	February 2018	RL		Revised Policy

### READING POLICY

#### Rationale

At Brighstone, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore reading is given a high priority at Brighstone Primary School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, signs and newspapers.

#### Aims

Our aims are for all children at Brighstone to:

- Become fluent, confident and expressive readers;
- Read with enjoyment across a range of genres;
- Read for pleasure as well as for information;
- Read and respond to a wide range of different types of literature;
- Understand the layout and how to use different genres and text types;
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy;
- Build their bank of sight words to enable fluent reading;
- Have an interest in words and their meanings, developing a rich and varied vocabulary;
- Understand and respond to literature drawn from a range of cultures and literary heritage.

We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal;
- Independence;
- Confidence;

- Perseverance;
- Respect for other views and cultures;
- Reflection.

## **Action and Implementation**

Reading at Brighstone Primary School is taught and celebrated in a range of ways. Some of these are generic across the whole school, whilst others are specific to key stages. These may be implemented by the class teacher or by the LSA, or voluntary readers such as parents and governors.

### **Reception and Key Stage 1**

- In Reception and Year 1 we follow the Read Write Inc phonics programme, which teaches phonics, reading and writing in a systematic way. Children are grouped according to 'stage, not age' and learn phonics, read books and write sentences according to their ability;
- Read Write Inc is also used for specific children in Year 2 who require further phonics, reading and writing in a structured programme;
- Daily phonics lessons, using the Read Write Inc programme;
- One-to-one phonics intervention lead by the class teacher or LSA in each class where needed;
- Shared Reading, using a big book or text on the interactive whiteboard, with small groups or the whole class;
- Guided Reading of the same text in small groups, including teaching a range of reading strategies and comprehension;
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers/chronological age;
- Reading of texts linked to topic work;
- Story time in which the class teacher or LSA reads to the class;
- Library visits, including the school library and local village library;
- Visits from the local librarian;
- Home learning activities with a reading focus;
- Children's Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities;
- Extra activities to raise the profile of reading, linked to different themes, such as Riveting Reading Pyjama Evenings, Ride the Reading Roller Coaster and the Summer Reading Challenges from the local library.

### **Key Stage 2**

- Shared Reading, including use of the interactive whiteboard;
- Guided Reading, which may include small groups reading the same text, or the whole class reading the same text, followed by comprehension activities;
- Reading activities linked to the literacy theme/topic, as part of the English learning journey;
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers;

- Regular word level, spellings and phonics work, as a whole class or in small groups for those who need it;
- Read Write Inc phonics, reading and writing programme for those children who require extra phonics support;
- Reading intervention groups (including Nessler);
- Reading of texts linked to topic work;
- Reading for pleasure opportunities;
- Story time in which the class teacher or LSA reads to the class;
- Visits from the local librarian;
- Home learning activities with a reading focus;
- Children's Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities;
- Extra activities to raise the profile of reading, linked to different themes, such as Riveting Reading Pyjama Evenings, Ride the Reading Roller Coaster and the Summer Reading Challenges from the local library.

### Resources

At Brighstone C of E Primary School we have invested financially into a huge range of reading resources. These include:

- Home reading books from a range of reading schemes and publishers, including Oxford Reading Tree, Rigby Star and Pearson's Bug Club, organised to provide appropriate support and challenge for children's phonics and reading ability, as well as 'free readers' for those children who have progressed beyond the book banded levels. The books include decodable reading books;
- Read Write Inc books closely matched to phonic ability;
- Flashcards of green words, red words and nonsense words
- Guided Reading books from a range of reading schemes, including Rigby Star and Pearson's Bug Club, and non-scheme books, book-banded to provide appropriate support and challenge for groups of children;
- Phonics resources boxes, matched to the Letters and Sounds phonics phases;
- Comprehensive library in which children can access and borrow a wide range of fiction and non-fiction books;
- A Book Corner or Book Area in every classroom/shared area, with a range of fiction and non-fiction books.

### Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. They are encouraged to write in their child's reading record when they have heard them read, to support the communication between home and school. Parents and carers are invited in to read with children during Family Learning Afternoons at points throughout the year. The home learning activities have a focus on reading, in which they choose a reading activity to carry out based on the text they are reading at home. Various reading incentive schemes are

also planned to raise the profile of reading at home, and children and families are encouraged to take part in the local library Summer Reading Challenge every year, starting and finishing with visits from the local librarian.

### **Assessment and Record Keeping**

Assessment is used to inform the planning and teaching of reading. We assess reading strategies as well as reading comprehension, using the current Hampshire Assessment Model document which is broken down into the following domains:

- Word reading
- Themes and conventions
- Comprehension: Clarify
- Comprehension: Monitor and summarise
- Comprehension: Select and retrieve
- Comprehension: Respond and explain
- Inference
- Language for effect

Assessment takes various formats:

- Ongoing formative teacher assessments in English and Guided Reading;
- Termly PIRA reading assessments which give a standardised age and reading age;
- Termly Single Sentence Reading Test which give a standardised age and reading age;
- Reception, KS1 (and less able KS2 pupils) are assessed on their phonics at least every half term, and more often when required. These assessments inform planning, groupings and interventions;
- Reading tracking sheets using the colour-coded book bands;
- Reading record books, in which parents and staff note children's reading achievements and any areas on which they need to focus;
- Yearly Phonics Screening Check at the end of Year 1, which is then repeated at the end of Year 2 for those children who didn't meet the threshold mark;
- SATs Reading Test at the end of Key Stage One (Y2) and end of Key Stage Two (Y6), as well as optional SATs in Years 3 – 5.

Assessment takes place on a daily basis through AfL to inform planning and teaching, and children's progress against the objectives are officially assessed and recorded using the following terminology: below, working towards, ARE (Age Related Expectations) and beyond.

Pupil progress meetings between each class teacher and the head teacher take place every term, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps.

## **Single Equalities**

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement and to promote the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

*'We believe that equality at our school should filter through all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Brighstone CE Aided Primary School, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act 2010.'*  
*Single Equalities Policy (February 2012)*

All children have particular learning needs, including SEN and Gifted and Talented. Levels are monitored at the end of each phase (see section above 'Assessment and Record Keeping'), as well as through formative classroom assessment, and provisions are put into place to support identified children, such as Wave 2 and Wave 3 support. Reading materials are carefully chosen to meet the needs of all children, particularly those who need extra support or challenge.

The Equality Act 2010 came in force in October 2010 and introduced the term 'protected characteristic' to refer to aspects of a person's identity explicitly protected from discrimination. Nine are identified:

- Race
- Disability
- Gender
- Age
- Sexual orientation
- Religion and belief
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership

To achieve this, we will ensure that all reading materials (including library books, home-school reading books, guided reading books, classroom reading books, big books, magazines, newspapers and online reading materials) in school:

- Are from a range of cultures, countries and religions;
- Are not stereotypical in their depiction of different cultures, countries, religions, race, gender, age and beliefs;
- Reflect accurately a range of cultures, identities and lifestyles.

All staff have a responsibility for ensuring that reading materials are checked and monitored before use to ensure they meet these criteria.

## **Monitoring of the Policy**

We are aware of the need to monitor and update the school's Reading Policy on a regular basis so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy at least once every two years. The member of the Senior Leadership Team with responsibility for reading is the English Subject Leader – Rebecca Lennon.

Reading throughout the school and how it reflects this policy, will also be reviewed throughout the year in the following ways:

- Governor's work scrutiny;
- SLT/staff work scrutiny;
- EYFS/KS1/KS2 external moderation;
- EYFS/KS1/KS2 internal moderation;
- Moderation with other schools.