

**LOVE, COURAGE & RESPECT**

Learning and Achieving Through Love, Courage and Respect

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



## **Reading Policy**

Including early reading and phonics

**Date Agreed:** May 2023

**Review Date:** May 2025

**Approved by:** FGB

## BRIGHSTONE C.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
5	May 2023	RL		Revised/Updated 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. We strive to develop the children's love of literature through the provision of high quality texts. We aim 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; and use discussion in order to learn, elaborating and explaining clearly their understanding and ideas.

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 of literature, including different text types and genres, books, posters, magazines, signs and newspapers. We ensure that we provide effective support for the lowest 20% of readers, through provision that is integrated throughout this policy.

### 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 use this to decode words with accuracy;
- Read sight words with automaticity;

- 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, and which reflect the diverse society we live in.

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. Phonics is integral to the teaching of reading from Reception to Year 6.

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

- In Reception and Year 1, we follow the systematic, synthetic Read Write Inc phonics programme, which teaches phonics and reading in a structured and systematic way. Children are grouped according to 'stage, not age' to enable them to learn phonics and read books according to their ability and progress;
- Read Write Inc is also used for specific children in Year 2 who continue to require further phonics and reading writing in a structured programme;
- One-to-one phonics interventions are lead by the class teacher or LSA in each class where needed;
- Short Speed Sounds lessons are taught in Y2 for those who are off the RWI programme;
- Phonetically decodable books (Book Bag Books) are sent home that directly match the sounds that they are learning, and which is linked to their current RWI text;
- English lessons take place daily where a class book (main text driver) is used to explore and respond to characters, setting and events as part of the English learning journey, in which they are taught to 'read as a reader' and 'read as a writer' before moving onto the writing part of the learning journey;
- Reading skills, strategies, fluency and comprehension is taught discretely in specific Reading lessons, as well as in English through the writing learning journey;
- Reading lessons take place throughout the week; these use the main English text driver, or a different text (often linked). These involve the further

exploration of different elements of the text, and teach specific reading strategies and skills, such as fluency, select and retrieve, prediction, identification of effective vocabulary and so on;

- Reading lessons can involve the whole class (enabling all children to access and enjoy high quality texts) or take place in small groups using texts closely linked to their reading ability;
- Identified children are listened to on a 1:1 basis, or as part of Paired Reading; these are children who need to catch-up or keep-up with their peers/chronological age;
- We ensure that we provide parallel texts to the main text driver and to the wider curriculum;
- Story time takes place regularly, in which the class teacher or LSA reads to the class;
- We aim to ensure that all children have opportunities to visit the school library and the local village library throughout their time at Brighstone;
- We welcome visits from the local librarian and local storytellers;
- We provide home learning activities with a reading focus;
- Extra activities take place to raise the profile of reading, including Children's Book Week, World Book Day, National Poetry Day, and the Summer Reading Challenges from the local library;
- We hold regular book sales to share our excess reading materials before purchasing new stock.

### Key Stage 2

- English lessons take place daily where a class book (main text driver) is used to explore and respond to characters, setting and events as part of the English learning journey, in which they are taught to 'read as a reader' and 'read as a writer' before moving onto the writing part of the learning journey;
- Reading skills, strategies, fluency and comprehension is taught discretely in specific Reading lessons, as well as in English through the writing learning journey;
- Reading lessons take place throughout the week; these use the main English text driver, or a different text (often linked). These involve the further exploration of different elements of the text, and teach specific reading strategies and skills, such as fluency, select and retrieve, prediction, identification of effective vocabulary and so on;
- Reading lessons can involve the whole class (enabling all children to access and enjoy high quality texts) or take place in small groups using texts closely linked to their reading ability;
- We ensure that we provide parallel texts to the main text driver and to the wider curriculum, to broaden the children's access to a wider range of reading material;
- Story time takes place regularly, in which the class teacher or LSA reads to the class;

- Identified children are listened to on a 1:1 basis, or as part of Paired Reading; these are children who need to catch-up or keep-up with their peers/chronological age;
- Targeted phonics interventions (including RWI and Nesso) are in place for those children who require extra phonics support;
- Reading for pleasure opportunities are integrated into the school week;
- We aim to ensure that all children have opportunities to visit the school library and the local village library throughout their time at Brighstone;
- We welcome visits from the local librarian and local storytellers;
- We provide home learning activities with a reading focus;
- Extra activities take place to raise the profile of reading, including Children's Book Week, World Book Day, National Poetry Day, and the Summer Reading Challenges from the local library;
- Y6 children have the opportunity to apply to be school librarians, in which they help to look after the school library;
- Children have the opportunity to help to choose books to purchase for the school;
- We hold regular book sales to share our excess reading materials before purchasing new stock.

### Resources

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

- Phonetically decodable books from the systematic synthetic RWI programme that are closely matched to their phonic ability;
- Home reading books and free readers from a range of reading schemes and publishers, used once children have finished the RWI programme, to develop their fluency and comprehension;
- RWI flashcards of green words, red words and nonsense words;
- Group Reading books from a range of reading schemes, and non-scheme books, book-banded to provide appropriate support and challenge for groups of children once they have finished the RWI programme;
- Comprehensive library in which children can access and borrow a wide range of high quality literature, both fiction and non-fiction, current and traditional, including books that represent the diverse society in which we live;
- We ensure that the provided resources accurately reflect a range of cultures, identities and lifestyles, and are not stereotypical in their depiction of different cultures, countries, religions, race, gender, age and beliefs;
- Reading materials are carefully chosen to meet the needs and interests of the children, particularly those who need extra support, engagement or challenge;
- 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. The home learning activities in the first half term have a focus on reading, in which they choose a reading activity to carry out based on the text they are reading at home. Communication to promote reading and how to provide specific support takes place between the class teacher and parents as and when needed. A RWI meeting for new parents takes place at the start of the academic year, to provide information about this systematic, synthetic phonics programme and how they can support their children at home. Information about RWI, including the pronunciation of the pure sounds, and links to useful RWI websites and phonetically decodable eBooks, are on our school website. 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 phonics and reading. We assess phonic knowledge, reading strategies and reading comprehension, using the following assessments:

- Ongoing formative teacher assessments in English and Reading;
- Termly NFER reading assessments which give a standardised score and reading age;
- For those who are unable to access the NFER for their age group, the Hampshire Assessment Model is used to track their progress;
- Termly Salford Reading Tests for the lowest 20% of readers, which give a standardised score and reading age;
- Reception, KS1 (and the lowest 20% of KS2 readers) are assessed on their phonics at least every half term (using RWI assessments), and more often when required. These assessments inform planning, groupings and interventions;
- Fresh Start is used for the assessment and teaching of phonics interventions in Y5 and Y6 for any children who require it;
- Reading tracking sheets using the colour-coded book bands for those children who have completed the RWI programme;
- Reading record books, in which parents are encouraged to 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 Tests at the end of Key Stage One (Y2) and end of Key Stage Two (Y6)

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 (B), Working Towards (WTS), Expected (EXS) and Greater Depth (GDS).

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

### **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. The following members of staff will therefore review this policy at least once every two years:

- Rebecca Lennon: headteacher and English Subject Leader
- Kirsti Cousins: RWI Subject Leader
- Sue Boyd: SENCo

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

- Learning walks and book scrutinies carried out by the relevant members of staff;
- Governors' monitoring;
- SLT/staff book scrutinies;
- External moderation;
- Internal moderation.