



BRAMLEY VALE PRIMARY SCHOOL

**Every Child
Every Day**

Reading Policy

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Motto

Our motto reflects what is most important to us and knowing that **Every child, Every day**, is in school, engaged in their learning journey and making progress.

Values

We have **7 core values** we will support the children in developing.

1. **Pride** - A strong sense of pride in their abilities, achievements and appearance. To support peers celebrating their abilities and achievements. To demonstrate a sense of pride in our school, environment and the wider world.
2. **Positivity** - A positive attitude and approach to learning and life and trying to see the good in each experience.
3. **Independence** - self-confidence and self-belief to achieve their own personal success.
4. **Resilience** - A developing ability to bounce back after a difficulty and help others to do the same.
5. **Kindness** - to be kind to themselves and take time to practice mindfulness. To be kind to others, understanding we all have needs, feelings and beliefs that deserve respect.
6. **A sense of adventure** - a passion for adventure, an appetite for fun and a willingness to take sensible risks.
7. **Creativity** - A confidence to express their creative flair, personal passions and develop their imagination and resourcefulness.

Aims

As a team, we work together to provide a safe, engaging learning environment with a unique 'family feel'.

We nurture the personal development needs of each learner and prepare our children for the future by developing confidence, a love of learning, positive relationships and coping skills. We want children to have fun, play and laugh.

The programmes of study for reading at key stages 1 and 2 consist of two 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 pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginnings (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.

Teachers will develop pupils' reading in all subjects to support their acquisition of knowledge. Pupils will be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. At Bramley Vale we will do everything to promote wider reading. We provide high quality library facilities and set ambitious expectations for reading at home.

We want children to:-

- Read and understand signs, labels, notices and written instructions.
- Read with understanding, simple stories, rhymes, information to themselves and out loud.
- Know the alphabet and apply it when using simple dictionaries and reference books.
- Be able to use a variety of decoding (deciphering) skills and strategies to read with fuller understanding.
- Have sufficient fluency and motivation to enable them to enjoy the written text.
- Be able to use books and a variety of other material, as a source of information to supply and support all aspects of their work.

In order to achieve our aims we hope to develop in the children:

- Phonic awareness and knowledge;
- Word recognition and graphic knowledge;

- Ability to read on sight high-frequency words and other familiar words;
- Grammatical awareness and an understanding of how word order affects meaning;
- Contextual understanding with a focus on meaning derived from the text as a whole;
- Identification of rhythm, rhyme and sounds in poems;
- Responsiveness to stories, poems, plays and their meanings;
- Ability to use reference materials for different purposes;
- Understanding that information is presented in a variety of ways to suit particular purposes.

Reading is developed through having available a wide range of reading material providing the children with exposure to many different styles of literature, both fiction and non-fiction.

The main reading scheme used is Oxford Reading Tree. We use a range of fiction and non-fiction reading books. This can be supplemented by other scheme books which we have available e.g. Read Write Inc, and free reading books, therefore giving a wide range of vocabulary and styles at each level.

Stage 1 to 3 - kept in Foundation Unit, plus one Floppy Phonics pack.

Up to Stage 7, including some Read, Write Inc non-fiction, are kept in the KS1 room

Stage 8 and above are kept in the library.

Other non-fiction and a wide range of fiction are stored in the library.

Each class teacher has sets of Read, Write Inc ditties (Rec & KS1) and Guided Reading material in their class.

We introduce and use print in as many ways as possible, showing children that reading does have a purpose by:-

- Having class story time on a daily basis including an ongoing shared novel and shorter stories
- Using labels, written instructions around the room and school.
- Having stimulating book displays, story displays.
- Comfortable book corners in every classroom and purposeful reading times (Reading All Together Time - RAT Time)
- Using scheme and non-scheme books.

- Using comics, catalogues, newspapers, dictionaries, reference books, recipes, menus etc.
- Children from all year groups are given opportunities to use their skills to read to audiences within the context of the classroom and school assemblies.
- Using computers and iPads
- Using poetry, rhymes, audio resources, making books.
- Having a well-stocked school library and story sacks for EYFS (Early Years Foundation Stage).
- Having an annual book week for the whole school.
- Hosting book fairs
- Shared reading across the age ranges.
- Using myths and legends.
- Each class to have a display and a collection of books based on the works of a particular author to share with the class.

2. CURRICULUM ORGANISATION AND TIME ALLOCATION

Teachers of children in KS1 and KS2 must follow the appropriate Programme of study for their year group or the year group or the child's individual needs if working above or below expectation.

- In the Early Years Foundation Year reading is taught following the guidelines of the Early Years Foundation Stage (EYFS). At Bramley Vale we include individual, group and shared reading and a daily 20 minutes phonics lesson. In Key Stage 1, a daily 20 minute session takes place, to develop phonics and word recognition. Read Write Inc materials are used to enhance and develop reading progress.
- In Key Stage 1 and 2 shared reading/independent reading takes place daily during English lessons. During this time, children in each class are exposed to a wide range of reading experiences involving the use of large fiction and non-fiction texts (big books), interactive white boards and computer programmes - including video clips. In class, children can access reference materials linked to projects and dictionaries to support vocabulary development. In addition, opportunities for reading take place across a wide range of curricular subjects.

Using Shared Texts

Our main objective is to help our children through the process of constructing meaning. From the beginning we will create an attractive, friendly and secure environment in which print and written materials are seen to have value and meaning. Enjoyment and a love for reading is an essential part of success in learning to read in Bramley Vale. We will ensure that children experience pleasure from books.

Planning

Planning and progression for the development of children's reading closely follows the guidelines set out in the EYFS and in the National Curriculum for English. As children progress in their reading ability children should forward in the development of their skills covering each aspect of reading in a more personalized approach. They are given increasing opportunities to use their reading skills for enjoyment and for accessing information. Teachers should plan a variety of reading activities and this should be evident on weekly planning sheets and medium term plans. RAT (Reading All Together) takes place in school every day and features a variety of reading activities, such as independent reading, reading comprehension, guided reading and reciprocal reading (Key Stage 2 only).

Assessment

Pupils' reading should be assessed informally by the teacher on a regular basis. This will be done by observation/assessment of pupils' reading and reading related tasks. Pupils should be given the opportunity to discuss and reflect upon their learning and progress. They should be taught how to comment on their own and others' work. Children experiencing difficulties may be identified by the class teacher at any time. Every teacher makes continual assessment of a child's reading and employs various strategies to ensure progress is maintained. Observation notes are made on planning or a teacher's own assessment sheets/books and this is transferred to Target Tracker.

Each child has a reading record sheet detailing books read and achievements, while the reading organiser provides parents with an opportunity to make any relevant remarks about their child's progress.

A member of staff will listen to each child read at least once a week and this will be recorded in the class reading folder and the child's organiser. All children participate in RAT time daily and will complete a variety of tasks including a guided reading session, a comprehension/phonics exercise and individual reading time. Outcomes of this will also be entered on Target Tracker.

Nursery uses a range of activities to support language development and assess it and respects the need for sound before symbol for our youngest members of school. If and when a Nursery child becomes ready for more structured phonics/reading, they will join Reception group time.

EYFS and Key Stage 1 use Read Write Inc materials and continually check phonics and reading progression.

At the end of Key Stage 1 and 2, SATs also provide a picture of the child's ability.

Reading tests are carried out in the Autumn term for children in years 4, 5 and 6. This is to help assess the children's reading ages and to identify children who need extra reading practise.

Any children who are having problems with reading are targeted by the class teacher and arrangements for them to read more often are made.

Resources:

We aim to use a variety of good quality resources. A choice of differentiated texts, including non-fiction is available throughout the school. The choice of reading books should match children's levels of attainment.

At the early stages the children will follow the schemes of picture and phonic based Oxford Reading Tree (ORT) books and Read Write Inc books, to add breadth to their reading and to introduce initial words and word building. This will be built upon from Year 1 upwards where all children will continue to use these schemes and develop phonics and word recognition strategies.

For children who are capable, fluent readers there is a wide range of novels available to support and extend them in the library.

Inclusion:

Our aim is to give all pupils an equal opportunity to access reading skills irrespective of their gender, age and ethnic background, physical or intellectual ability. We plan to cater for different ages, abilities, needs and experiences through the use of class work, group work and individual work. The National Curriculum (2013) is for all children. In special circumstances, some children will be following Support Plans set up by the class teacher in conjunction with the SENCO which may highlight reading actions specific to the child's development. Care is exercised to ensure that parents and carers are involved appropriately and kept fully informed.

Supporting reading at home:

- Reading is regarded as a daily homework activity.
- Parents and children are encouraged to respond to books they have shared or read by writing in the child's organiser.
- Children will only be able to change their book when an adult has signed the tracking sheet in their Reading Record.
- We welcome reading helpers in school. Any helpers must have discussions with the class teacher on how this must be done and have appropriate clearance arranged with our Office Manager.

Monitoring and Evaluation

The development of the teaching of reading is monitored by the English coordinator through discussions with colleagues, planning scrutiny, observations of RAT time and by analysis of children's reading progress with the SLT.

Each child's reading profile forms part of teachers' formative assessment. Half termly assessments of reading progress are reported to the assessment coordinator who closely monitors the improvements children are making each term and identifies any child who needs further support.

Professional Development

The English coordinator attends briefings and courses provided by the LEA linked to the development of children's reading. Staff are regularly updated on the outcomes of courses attended by the coordinator. The coordinator also attends and participates in cluster meetings in which good practice can be shared and developed.

Responsibilities of the Coordinator

- To promote high standards of reading throughout the school;
- To promote effective teaching and learning of reading;
- To monitor and evaluate the teaching of reading, diagnosing strengths and weaknesses and taking effective action to secure improvements.

Policy Review

Evaluation and review will take place on an [bi](#)-annual basis in consultation with colleagues and governors.

