

CRAVE Reading Policy Ver.1 2023-24

Intent

Reading as a skill and for pleasure runs throughout our CRAVE Curriculum at Bramley Vale Primary and Nursery School. As a school we recognise that reading underpins all subjects and is a priority subject. Phonics knowledge is critical in the early stages of developing future fluent readers. We have adopted the Read, Write, Ink Programme and there is a separate policy to reflect this.

Many families have limited access to books and the nearest public library is Bolsover, which is over 4 miles away. We recognise that supporting children to have a ready access to high quality texts is critical. We recognise that for some children reading at home with a family member maybe inconsistent and we prioritise the children who may not be heard at home with additional opportunities to be heard in school.

Bramley Vale children generally enter school with lower than national levels for communication and language, this is reflected in outcomes in nursery and reception. Better than expected progress year on year is critical to ensure that by Year 6 children reach or exceed age related expectation. Our collective intent for Reading is to see children in school exceed in progress and attainment to be above national and local for Key Stage 2. This requires an emphasis on reading fluency and pleasure for reading. Comprehension follows these two fundamental aspects.

EAL pupils account for approximately 6% of the total number of pupils. This is a small percentage but Bramley Vale has year group cohorts that vary from 13 to 26. EAL pupils are a priority group and we use Flash Academy to support vocabulary acquisition as well as using the complete RWI literacy package for those pupils who maybe in KS2 but are working within KS1/EYFS levels for Literacy.

We celebrate reading and promote a lifelong love of reading which aims to provide children who leave Bramley Vale with a solid start to the next chapter of their education.

Implementation

Reading Skills

The skills of reading such as decoding, graphic knowledge and comprehension are taught explicitly. Reading for purpose underpins all teaching as does the development of an increasing vocabulary. This crosses into all subjects and is core to all teaching and learning.

As a school we put an emphasis on Reading Fluency, Development of Vocabulary and Pleasure for Reading as the three key elements to developing reading.

We recognise that comprehension and understanding are limited by the former three strands. We have worked as a team to develop an approach to raise standards in progress and attainment.

Reading Skills Acquisition

EYFS

Developing a love of reading through the sharing and enjoyment of books is priority for children joining Bramley Vale School. Adults model reading and fluency and related skills. Picture books are taken home and swapped regularly. Children in Early Years listen to a range of books all linked to the CRAVE Curriculum topic being covered.

The process of decoding in Nursery and Reception is focused on RWI to support phonic knowledge development. Children have a daily phonics session as well as planned activities linked to reading and phonics.

Reading books are carefully matched to the correct stage in the RWI programme to ensure pupils are challenged and sounds that are taught in class are being reinforced in the books they are reading.

Children in EYFS are taught reading following the guidance in the EEF document 'Preparing for Literacy'. We also have

Pupils Working Within Key Stage 1
Attainment

All pupils need to meet the end level for the phonics RWI scheme to ensure that decoding skills are in place.

These children will use books from the RWI programme only as reading books to ensure consolidation of learning is taking place.

Reading fluency and pace are developed during RAT time and comprehension skills are developed increasingly. Chosen texts are linked

	<p>to the CRAVE Topic being taught to ensure that reading is purposeful and cross-curricular.</p> <p>Development of comprehension skills is taught and reading for sustained periods is also developed as part of this work linked to comprehension.</p>
<p>Pupils Exceeding Key Stage 1 attainment and those in Key Stage 2</p>	<p>Reading of varied texts both independently and supported takes place across all subjects.</p> <p>Reading fluency and pace is developed along with vocabulary acquisition during RAT time. We aim for 90 words per minute at KS1 is a positive indicator of fluency.</p> <p>Fluency is defined as per the EARS model: Expression, Automatic Word Recognition, Rhythm and phrasing & Smoothness</p> <p>There is a specific lesson to develop comprehension skills. We look specifically at: Vocabulary, Inference, Prediction, Explanation, Retrieval & Sequencing/Summarising - VIPERS . In comprehension sessions vocabulary development is a priority. We use a range of high quality materials such as Scholastic, URBrainy, Classroom Secrets as well as past nationally published reading assessments on Testbase.</p>
<p style="text-align: center;"><u>RAT Time Overview – Reading All Together</u></p> <ul style="list-style-type: none"> • RAT time is directly after lunch across school • RAT time last for a minimum of 30 minutes for pupils in Year 1 and above 	
<p>EYFS – uses the PEER Framework from EEF</p> <ul style="list-style-type: none"> • Prompt the child to say something about the book • Evaluate their response • Expand their response by rephrasing or adding information to it • Repeat the prompt to help them learn from the expansion 	<p style="text-align: center;">Year 1 Upwards</p>
<p>Session 1 – Modelled Fluent Reading</p>	<p>Sharing of story or text extract– discussion of vocabulary and structure of the story. Focusing on the development of Fluency.</p> <p>Familiarisation of text which links with topic and is pitched above the reading ability of the group.</p> <p>Discussion of new vocabulary and development of ‘Word Wall’ as appropriate.</p> <p>Modelling of the reading of the text by the teacher. Pupils follow the text with reference to punctuation and phrasing and rhythm. Expression explored and discussed.</p>

		Reading of text to partner and vice-versa to build pace and fluency. 'Active listening' is the objective with feedback given by partners
Session 2 – Supported Reading	Development of Session 1	Using the same text re-read and pupils track the text with a review of the understanding of the text and recap of the vocabulary. Give time to practise reading the text independently and then in pairs. 'Active listening' between partners.
Session 3 – Repeated Reading	Comprehension focused session – VIPERS	Stand alone session with comprehension extract to deepen skills linked to VIPERS
Session 4 – Wide Reading	Library Visit to change books and checking of reading records. Hear and share books with pupils. Buddy Reading will also take place.	Adults complete reading sheets and fill in reading diaries.
Session 5 – Supported Reading	Reading for Pleasure using class reading books or sharing a book from home. Check reading diaries and listen to readers.	Reading in class with teachers choice an option as well as adults hearing readers and completing reading record sheets and reading diaries

Reading for Pleasure

Reading for pleasure is a school priority and will remain so. We recognise the challenges that our pupils potentially face and with low levels of social mobility in the Bolsover area. A love of reading will support improved levels of attainment and progress. Pupil's with a positive attitude to reading and the recognition that the personal challenge of improving their own confidence in reading impacts positively in all area of learning. We aim to develop resilient learners who are well prepared for the next steps of their education and have a widened outlook on the world that they will grow up in. We have a multi-strand approach to developing a love of reading. Firstly, we celebrate effort and progress so that all children can feel the rewards of their efforts. Secondly, we as a staff promote a language and reading rich school culture where reading is the norm.

1. Teacher's choice - this has been effective in raising the profile of reading and makes children feel special. All classrooms have a book display of books that are available and recommended. We buy books throughout the year to top up collections so they are relevant and topical.
2. Pupil and Teacher Recommendation – pupils and staff are able to recommend books to others and reviews of books are displayed. Books are critiqued and discussions around authors and genres are encouraged. Pupils are encouraged to take risks with new titles and authors to broaden the range of books read.
3. Reading Records – staff regularly update pupils reading records, which are source of pride. Pupils are heard and comments fed back in diaries.
4. Topic Box Collections – each CRAVE Topic has a bank of related books (fiction and non-fiction) which are displayed and pupils are encouraged to access.
5. The School Library – Bramley Vale Primary has a library for pupils to visit and browse books before selecting a book to read. Collections will have duplicate sets to ensure pupils can read these in order as needed. We will continue to invest in new books which are varied and relevant. We will select books that broaden the pupils understanding of the world.
6. Reading Olympics – we celebrate children's reading milestones with a clear system of counting reads that have taken place at home with an adult. Reads at home are counted and recorded, with the expectation increasing as children end the junior age range that they should be reading independently of an adult.
7. Reading Legends – half-termly we select a child in each class who has made an exceptional effort with an aspect of their reading.
8. Book Fairs – we have book fairs at key events within the school calendar, such as the Christmas and Summer Fetes. We also have the Travelling Book Fair in.
9. Displays – we promote new titles and stimulate interest in books through display and posters around school.
10. National and local initiatives – we participate in national events that promote reading such as: World Book Day and LOLLIES Awards.

Impact

1. Reading Skills and Acquisition is monitored closely by class teachers. Through on-going formative assessments staff can monitor how children are progressing. RAT time activities, comprehension sessions as well as hearing individual readers across lessons all informs the teaching team.
Fluency indicators are: Y1- 70 wpm; Y2 – 90 wpm; Year 3 – 100 wpm; Year 4 – 110 wpm; Year 5 – 120 wpm, Year 6 – 130 wpm
2. Summative assessments are carried out twice termly for pupils in working within Years 2 through to Year 6 ability. NfER Reading Comprehension assessments are used to submit progress/attainment outcomes at the end of each term. Scholastic Reading Comprehension papers are carried out additionally to track progress at the mid-point.
3. The outcomes of the reading comprehension summative assessments are reviewed and an analysis of the question types carried out to determine future work in comprehension lessons. For example, if on analysis it be clear that inference questions were an area of weakness, teachers would adapt planning to increase the teaching and practise of these types of question.

4. Reading engagement is measured via the 'Reading Olympics' system. Staff can then target pupils who are not reading and put in a positive programme to support the levels of reading taking place.
5. School will actively involve pupils in the selection of new books for the library and as class readers. The school council and Reading Legends will be active in this process.
6. The use of pupil voice and to gauge feedback on reading attitudes will be used yearly. We will also gather parental/carer feedback on the schools approach to reading.
7. Children will be supported with interventions such as Nessy and Reading Inference Training to accelerate progress.

Cross-Curricular Relevant Aspirational Varied Engaging