



# READING POLICY

DATE: Autumn 2022

Brierley Primary School



**Little Bears @ Brierley**

# READING POLICY

# Nurture, Aspire, Believe, Achieve

## **Intent:**

Nurture, Aspire, Believe, Achieve.

Our aim at Brierley is to instil a love of reading within each of our children and support them in their journey to becoming confident, fluent readers. We aim to ensure that by the time our children leave primary school at the end of Key Stage 2, they are equipped with the necessary reading skills to access all of the subjects of the curriculum at high school and to be able to function culturally, emotionally, spiritually and socially in the real world. We recognise that in order for this to be achieved, it is essential that the highest expectations and standards are maintained in the teaching of reading through lessons which are enjoyable, challenging and stimulate children to give their very best and make progress. We aim to achieve this by providing a broad and balanced curriculum where children are exposed to a wide range of high-quality texts, different authors and different genres.

**Nurture:** to instill a genuine love for books and reading in each of our children.

**Aspire:** to develop life-long interests and skills within reading that will help us in all subject areas in and beyond primary school.

**Believe:** to have confidence in ourselves when discussing literature and resilience when reading new texts.

**Achieve:** to develop our skills in order to become confident and fluent readers with a deep understanding of what we have read.

Our curriculum for Reading aims to ensure that all pupils:

- recognise a broad range of authors, genres, fiction, non-fiction and poetry
- read with automaticity and prosody, showing an awareness of the audience
- develop comprehension skills linked to retrieval, prediction, summary, inference, deduction and explanation
- confidently talk about books they have read, make links with similar texts and authors and make recommendations to their peers
- think critically about the language chosen by authors and the impact it has upon the reader
- build a rich and varied vocabulary through reading a range of high-quality texts and apply this to their own writing

## **Implementation:**

The skills taught within reading lessons are based on the National Curriculum 2014 (Appendix 1) whilst EYFS follow the Early Years Foundation Stage Statutory Framework (Appendix 2). Although there are daily reading lessons, reading skills are also developed and practised across the whole curriculum.

Whole class reading sessions use a wide range of age-appropriate books of different genres and authors. In addition to these sessions, for those children who are reading at a phonics level, there are daily practise reading sessions (see Phonics Policy). These sessions focus on books which are slightly above where the children are able to read independently and provide the opportunity to apply and practise the sounds and skills they have been taught in phonics. For those children who are not reading at a phonics level, during these sessions they focus on texts and skills suited to their needs and ability. The whole class read sessions often

link with English lessons or topics which are being covered in other parts of the curriculum. Occasionally texts do not link to any part of the curriculum but are instead chosen to suit the interests of the children and to ensure a wide range of authors, genres and text-types are being used. Although teachers are free to choose texts that they feel are best suited to their classes, they also use the reading spine (detailed in the English Long Term Plans) where key texts have been identified for each year group. Again, this is to ensure that there is breadth and depth to the reading curriculum and that throughout the journey through school, children are exposed to a wide range of authors and genres. When providing children with comprehension tasks, teachers use a wide range of question types and can refer to the Brierley Bank of Reading Resources for support and ideas.

Across the school, whole class reading sessions follow the same sequence during the course of the week. At the beginning of the week there is a focus on identifying and discussing the key vocabulary within the text, children then focus on reading with prosody which includes regular opportunities to read aloud in class, teachers then move on to modelling how to answer different question types before children apply and develop their comprehension skills through a range of activities and questions.

In all reading lessons, whether practise reading sessions linked to phonics (see Phonics Policy) or whole class reading lessons, there are three main focus points:

- Automaticity – ensuring all children can read with accuracy
- Prosody – providing regular opportunities for children to read and re-read with fluency and expression. This is modelled by the teacher first.
- Comprehension and vocabulary – providing regular opportunities for children to extend their vocabulary and develop a deep understanding of what they are reading.

At Brierley, we are passionate about ensuring all of our children have access to a wide range of quality texts that they want to read. Children who are working at a phonics level have a phonically decodable book matched at their phonics level and a 'share book' of the same level which they can read, share and discuss with an adult. Once children are secure with all of their sounds, they continue to work through the colour-banded books. Children can also choose a book from the class library and are guided in doing so by an adult. The books which children choose are kept in a log so that adults are able to direct children to different genres and authors. This is also the case for our 'free readers' who are reading beyond the colour-banded books. Class libraries contain books which reflect the age and interests of the children in the class.

Our Nursery children take home a quality book each weekend to share at home with an adult. Our Reception children are provided with phonics packs so that they can practise the graphemes that they are currently working on in class along with a wordless book to discuss with an adult. Once they are at the stage of blending, they then take home phonically decodable books. In addition to this, each weekend the children take home a quality share book which includes suggested activities and discussion points for parents to refer to.

All children are expected to read at home on a daily basis for at least ten minutes. The importance of reading at home is regularly communicated to parents and reading workshops for parents are held to inform parents how best to support their child with reading at home. In addition to this, useful links for phonics and reading websites are emailed out to parents.

Reading diaries are used to record reading both within school and at home and provide an opportunity for parents to record how well their child reads at home and what they struggled with. Each week a sticker is placed in the diary to inform parents what their child is currently focusing on in reading at school. When children read individually with an adult in school this is recorded in the form of a hand-written comment. The comments made by

staff include positive praise but are also constructive in helping to develop the child's reading skills. Reading books are changed on a Friday in all classes unless a child has not yet completed their book. Staff keep a record of how often children read at home and, where necessary, communicate with parents if reading is not occurring. In cases where parents are not engaging with their child's home reading, the Reading Lead then communicates with parents and offers support in how to manage reading at home.

Daily 'drop and read' sessions are used in all classes throughout school. These are designated times of the day where an adult reads a high-quality text to the children. There are a number of reasons for these sessions:

- to expose children to high-quality texts and vocabulary which they may not be able to access themselves
- to provide regular opportunities for book talk
- for adults to model reading with accuracy, fluency and expression
- to help foster a love of learning and create enthusiasm about reading books for enjoyment

Each classroom has a sign in the window to indicate what they are currently reading in class

We recognise that children across all years have a wide range of ability in reading. We ensure we provide suitable challenge and opportunity for all children by differentiating appropriately. We do this in a variety of ways:

- small group reading practise sessions for children reading at a phonics level
- additional reading to support with decoding and fluency
- regular opportunities for skill mastery
- collaborative and independent learning opportunities

Pupils with SEN and learning difficulties are supported within class and identified through teacher judgement and assessments through the year. Additional small group work opportunities or 1:1 reading sessions are used to scaffold and support pupils to develop their decoding skills and fluency. Within each year group children with special educational needs are taught the knowledge, skills and understanding in a way which suits the individual abilities. All children are expected to take part in the reading curriculum, with individual teachers scaffolding learning where necessary in order to allow all children to access the wide range of texts being used. All children, no matter what their needs, are exposed to a range of high-quality texts and given the support and encouragement needed to access the reading curriculum at their age expectations or as close to as possible.

More able pupils are extended and challenged by delving deeper into the concepts and skills taught and through the texts that they read. They may also begin to focus on objectives and skills from the year group above their own.

### **Assessment:**

Benchmarking assessments are used to 'check in' on children's reading for those who are no longer reading phonics books. These benchmarking assessments are carried out a minimum of three times per pupil within each 11-week assessment block. The focus of these assessments is to ensure children are reading with accuracy, speed, fluency and expression and are demonstrating a good understanding of what they are reading. These assessments are used to identify gaps which can then be addressed through planning and also ensure children are reading books which are appropriately challenging.

There are reading grids for each year group which are based on the content of the National Curriculum (Appendix 1). Teachers have English Assessment books which list all of the objectives for reading from the National Curriculum for planning and assessment purposes, including pre key-stage standards. The first page of assessment grids are filled in regularly

by teachers, based on children demonstrating these skills independently. Teachers use this first page to date when objectives are covered in lesson and note down which children require further work. The remaining pages are completed at the end of each 11-week assessment block. All grids are used to inform planning, identify and teach to gaps in learning and to scaffold learning when needed by either using year groups above or below.

## **Enrichment & Wider Opportunities**

At Brierley we celebrate 'World Book Day' each year and welcome visitors and authors to help us to promote reading within school. Our children visit Crewe Library on a regular basis to provide further opportunities and access to a wide range of books. Each of our phases is named after a children's author and there are regular points across the year where classes focus on their class author:

EYFS: Julia Donaldson

Year 1: Alan Ahlberg

Year 2/3: Mini Grey

Year 4/5: Neil Gaimen

Year 6: Philip Pullman

Outside of school we encourage parents to engage with their child's reading as much as possible through the use of parent workshops, reading diaries and conversations with individual parents. We also plan occasions for external visitors to come into school to inspire and motivate pupils, such as authors, visitors from local high schools and universities.

## **Health & Safety**

Pupils will be taught to use any equipment safely. Class teachers, teaching assistants and the subject leader will check equipment regularly and report any damage; removing defective equipment and replacing as appropriate.

## **Resources:**

A wide range of independent reading books, both fiction and non-fiction can be found in the school library as well as in individual classrooms. Classroom libraries are organised to offer a range of age-appropriate books which reflect the needs and interests of the children within each class. Colour-banded books (including phonics books and share books) are based in the reading room and staff visit the room once a week to change reading books.

Group reading sets can be found in bookcases in the school corridors and storage units outside the Year 2 classroom. We also have a range of author sets available to use.

## **Appendix**

Appendix 1:

National Curriculum for English 2014

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Appendix 2:

Early Years, Foundation Stage Framework

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)

**Last Reviewed: September 2022**