



BIRCHANGER (VC) C OF E PRIMARY SCHOOL

READING POLICY

January '22

Review Date	Reviewed By	Date:	Ratified by (if applicable)	Date:	Next Review Date

1. Aim

At Birchanger C of E Primary School we aim for all children to become competent, fluent readers so that they can access the rest of the curriculum, develop key reading skills and make the best possible progress. In line with our vision 'Life in all its fullness' we aim for children to have an interest in a wide range of literature in order to increase their cultural capital and provide them with a foundation upon which they can build their next stage of learning. We would like the children to leave with a passion for reading so they go through life broadening their experiences and being equipped with the values important in our society.

By the children leave the school, we aim for them:

- To be able to read fluently
- To have excellent comprehension and key reading skills
- To have a broad vocabulary
- To have a love of reading and be passionate about books
- To have knowledge of a breadth of quality literature across the curriculum and a good foundation upon which to build their cultural capital

This policy outlines the best practice to which the school aspires. It also reflects the aims and objectives of the school which embody our vision and values.

'We are committed to the pursuit of excellence in all we do - in our work play and relationships with each other. Everything we do is built on the Christian values of love, care, courage and truth.'

2. English in the National Curriculum

We follow the national curriculum expectations in which the end points of the curriculum are clearly identified and believe all children will succeed as fluent, competent and keen readers. The school's expectation is to read 5 times a week, and termly 'awards' are given to those children who meet, or exceed, this.

Phonics

We use the Letters and Sounds phonics scheme (please see Phonics Policy for a detailed outline) and teach children daily in small, focused groups. Our sequence of reading books is arranged in phonic phases in order to reflect the phonics programme taught in school.

Children in Key Stage 1 (and some of those in Key Stage 2) are provided with a reading book which enables them to practise and consolidate the phonic stage at which they are working. Children are assessed half-termly, as a minimum, and placed in the appropriate phonics group. Teachers and LSAs for each group are provided with a detailed outline of focus graphemes or tricky words needing consolidation, along with a plan for going forward. Regular phonics training is provided to all members of staff and to volunteer readers.

Renaissance

The school have adopted the Renaissance Reading software package to encourage challenge in reading, measure growth of the individual reader and to provide quality reading for all. Once children have reached the required level of fluency and comprehension (normally around the previous 'gold' colour band), they undertake a STAR reading test which assesses their ability online, this is repeated every half-term. This test, along with teacher judgement, enables us to identify a child's ZPD (Zone of Proximal Development) range. Children are then able to choose books in their range of ability whilst also providing them with a challenge. Once children have finished reading a book they are given time to take a quiz independently on the computer. Children who are yet to reach the 'required level' in Key Stage 1 or 2, remain on phonic-based books.

Guided Reading

Children undertake a comprehensive Guided Reading programme whereby they are taught to understand, interpret, engage and respond to texts. In Key Stage 1 children are assigned to small groups which match their skills and abilities - they are then provided with reading books which are matched to their current phonics phase along with books from the Reading Spine. Children then undertake a weekly guided reading session with a teacher. In Key Stage 2 children are assigned to small groups which match their ZPD range or phonics ability, and undertake weekly guided reading sessions with a teacher. Quality books from the Book Spine are taught, across a range of genres, which are matched to the children's ZPD range. Children also undertake other reading activities across the week to develop phonics, vocabulary and word/sentence level understanding.

Love of Reading

The school has a Reading Spine to ensure the children are exposed to a breadth and variety of quality literature. The books from the Reading Spine are shared in daily 'Bookshare' to promote a love of reading, and also through Guided Reading, to ensure breadth and quality of literature. The aim of the Reading Spine is to expose the children to quality literature, increase their cultural capital, and promote British values through tolerance.

Children's love of reading is encouraged through being able to select their own books (accelerated reader books), use of the library, a selection of fiction, non-fiction books and poetry in book corners. The school also runs a number of (primarily KS2) clubs with the aim of developing the children's passion for reading, along with increasing their vocabulary and breadth of reading literature. Reading assemblies are held weekly whereby the children are encouraged to discuss the books they have read and recommend them to others.

3. Assessment and Reporting

At Birchanger formative assessment takes place during English lessons, guided reading and phonic sessions. We closely monitor children's phonic and reading progression and report this to parents at Parents' Evenings and in end of year reports.

EYFS – There is an emphasis on phonics teaching in EYFS. It supports children's understanding that letters represent sounds in spoken words which will support their decoding of the printed word. 'Letters and Sounds' is used as a basis for a daily phonics session. Opportunities for speaking and listening are provided through the scaffolding of the EYFS classroom and activities. Phonics assessments are completed half-termly.

Year 1 – Teachers assess reading against the National Curriculum end of year objectives and teach reading and comprehension skills daily. Phonics continues to be taught and assessed daily using Letters and Sounds and leads to the national phonics screening check which is reported at the end of year 1. Phonics assessments are undertaken half-termly, along with STAR tests for any children who have reached this level.

Year 2 – daily phonics continues in year 2 and children retaking the phonics screening check are assigned extra interventions. Guided reading takes place on a daily basis and objectives and success criteria are taken from the National Curriculum and are matched to the child's ability. Comprehension skills are taught and assessed alongside this and National Curriculum Assessments in reading take place in May for Year 2. Children at the level of STAR tests undertake these half-termly.

Key Stage 2 – children who continue to need daily phonics sessions are assessed half-termly and assigned appropriate lessons and interventions. Ongoing assessment takes place in Guided Reading sessions and STAR tests are completed half-termly. National Curriculum Assessments in reading take place in May for Year 6 children.

4. Inclusion and Special Education Needs

At Birchanger we recognise our responsibility to make our curriculum accessible for all children. We organise our phonics programme into small, differentiated groups to provide

focused learning opportunities for all children. Teachers provide a supportive environment with scaffolding for all children through the form of working walls and Maths and English 'Collection Points' to encourage active learning. Children who are falling behind the expected level in their phonics or reading are boosted using intervention programmes to enable them to catch up and reach their full potential.

5. Role of the Subject Leader

The Reading Subject Leader is responsible for:

- Ensuring progression and continuity across the key stage through the development of skills maps, progression maps and long-term plans.
- Supporting colleagues in the implementation of reading and phonics planning and providing support within these areas.
- Monitoring progress and standards within the subject.
- Keeping up to date with developments in reading and phonics and disseminating information to the rest of the teaching staff through CPD.
- Promoting a 'love of reading' throughout the school by replenishing library books (based on CLPE recommended books and pupil voice), monitoring Book Shares, Book Corners and organising literacy weeks.

6. Monitoring and Evaluation

Reading is monitored through half-termly observations of Guided Reading, Phonics and through the collation of pupil voice. 'Reading Counts' take place termly to monitor how often children are reading at home, and monitoring of progress and attainment takes place through data collection from the Renaissance software.

7. Links with other policies

This policy links to the following policies and procedures:

- Spelling Policy
- Marking Policy
- Homework Policy
- SEN policy and information/report
- Equality information and objectives
- Curriculum Policy