

Broadbottom C of E Primary School



Reading Policy

Non-Statutory

October 2020

(3 Yearly)

Signed.....

Dated

MISSION STATEMENT

At Broadbottom CE Primary we are extremely proud of our Christian Community School. We welcome everyone, embrace individuality and nurture and empower our pupils. We do this through an engaging curriculum that promotes faith, understanding and skills and is underpinned by Christian and British Values.

We...

- ✓ Love God, the world, each other and ourselves.
- ✓ Cherish our pupils and act as their champions.
- ✓ Provide safe yet challenging opportunities to learn, blossom and grow.
- ✓ Surround ourselves with fun, laughter, positivity and happiness, creating a place where memories are made.
- ✓ Trust each other to act with integrity and to forgive when we make mistakes.
- ✓ Love Learning and Love Life.
- ✓ Are creative in our thinking, outlook and approach
- ✓ Communicate effectively
- ✓ Have time and patience to develop minds
- ✓ Discover individual sparks to let everyone's light shine.
- ✓ Nurture a love of learning and a belief in oneself.

School Vision

Broadbottom CE Primary School promises to provide a happy, safe, Christian environment for all pupils to flourish and develop talents, interests, excellent learning attitudes and behaviours.

Our intention is for the learning journey to maximise full academic, social, emotional and physical potentials. We aim to develop life skills, tolerance and resilience, in a school environment that cherishes individuality and positively encourages pupils to shine.

"Let your light shine," Matthew 5:16

With Christianity at the heart of our intentions, we aim to:

- Strengthen the spirituality of staff and pupils, whilst creating a culture of high expectations, that is mindful of health and wellbeing
- Provide high quality teaching and learning, that develops individual potential and enriches pupil's lives
- Engage in partnerships that support and serve the school community
- Continue to review and challenge the curriculum for our pupils, to ensure it is relevant for their future workforce needs
- Continually improve performance through evaluation of practice
- Equip children and families with the knowledge, skills, independence and resilience to face future challenges
- Instil traditional values of hard work, courtesy, respect and good behaviour
- Nurture an understanding of how special and unique we are in the eyes of God
- Broaden our knowledge and understanding of world issues and develop courageous advocates who will help others shine
- Link our heritage with overseas charities to support others, as our local community has been supported in the past

THE IMPORTANCE OF READING

Reading is an essential life skill that provides access to the experiences of people from different cultures and times. Pupils must acquire good reading skills in order to access the information that will support their development in all curriculum areas. Good reading skills provides the basis for future success.

INTENT

1. **Individual** - Our children will be inspired to have a love of reading which will enable them not only to enjoy reading as a past time but as an essential tool to succeed in all areas of life
2. **Others** - Through their reading, they will encounter and be challenged by ideas from experiences which they would not normally be exposed to beyond their own community
3. **Wider world** - We believe reading is a fundamental part of communication in an ever more connected world. An ability to not only read but understand the intention of others is essential as they progress into the next stage of their learning

GUIDELINES FOR TEACHING READING

Broadbottom CE Primary School identifies two important phases in reading development: learning to read and reading to learn. Teaching strategies are employed that recognise children's needs in each strand.

- **Phonics**
- **Phonemic awareness**
- **Vocabulary**
- **Reading comprehension**
- **Fluency.**

Positive attitudes to reading are fostered through carefully designed teaching activities and classroom provision. The Tameside Reading for Pleasure initiative has been adopted. The need for pupils to enjoy reading and actively choose to read for different purposes informs this provision. Reading celebrations such as World Book day and Library Challenges are used to emphasize the importance of reading and encourage pupils to read at home with their parents.

A range of strategies are employed which develop children's abilities to decode written language at word and sentence level, and to search for meaning in the text. Teaching activities also reflect the need for pupils to engage imaginatively with texts, empathise with characters and develop their specific interests in the world around them through their reading.

Reading is promoted both inside and outside the English lesson.

Teaching is embedded within meaningful contexts. Teachers model and teach pupils about reading by providing access to a wide range of high quality narrative and non-narrative texts.

A range of graded material is used in guided reading and guided comprehension (KS2) to develop prediction, inference, reading for meaning, scanning and skimming skills and vocabulary. For pupils still mastering decoding skills, individual reading takes place. These texts provide a broad range of graded reading materials that provide access to different sentence structures, lay-out and styles of writing. Home-school reading materials are drawn from a range of reading schemes.

Key Stage 1 Aim:

- **To develop each child's ability to read, understand and respond to all types of writing.**

The pupils are encouraged to acquire a love of books and to develop a respect for them. We aim to use books to stimulate the child's imagination. Pupils are introduced to the conventions of books, left to right, regarding the illustrations as an integral to the story, turning the pages singly etc.

Pupils build a sight vocabulary from the structured scheme whilst concurrently following the phonics - based on the Letters and Sounds programme. A sight vocabulary is developed so as pupils begin the reading scheme, some common words are already known. This helps children to have early experience of books, which is successful and pleasurable.

Each child takes home a scheme book every day with a reading record. The pupils share a book with an adult in school at least twice a week. The adult asks questions relevant to the interest of the child and encourages predictions. The pupils are encouraged to decode unknown words using appropriate strategies.

A shared class book is also used to encourage children's enjoyment of literature. This is read regularly.

The school library is open to pupils daily; all pupils are encouraged to choose a book from the school library each week. Reading ambassadors work alongside a voluntary librarian to support Key Stage 1 pupils whilst accessing the library.

Reading Comprehension activities are planned within the English lessons and the wider curriculum including Guided Reading sessions. The letters and sounds programme is introduced in EYFS and continued throughout the Foundation Stage and Key Stage 1 and into Key Stage 2 as necessary. It focuses on phoneme / grapheme recognition and the strategies of blending to read and segmenting to spell. Pupils in KS1 are grouped according to phonic ability and receive daily focussed teaching sessions.

Regular assessment ensures pupils who are not working at an appropriate level access intervention groups for regular pre and post teaching of the required phase.

Reading is reported to parents during parents' evening and weekly as part of home-school agreement.

Key Stage 2 Aim:

- **For the pupils to be able to read a range of texts fluently for pleasure, information and with comprehension.**

The graded reading scheme is continued at Key Stage 2. A full range of reading genre is offered. Pupils take a reading book home daily and will read to an adult in school at least once a week. The adult asks comprehension questions relevant to the text.

Reading is taught using whole class reading lessons, guided comprehension practice and small group guided reading sessions, where appropriate.

A shared class book is also continued into Key Stage 2.

Reading and guided comprehension continues to be taught weekly and may cover a wide range of activities including answering questions related to the text/pictures, and rewriting text from a different viewpoint.

STRATEGIES USED TO TEACH READING

1. Phonics

The school uses synthetic phonics to teach reading, starting with Letters and Sounds.

Phonics teaching will be used to provide a rigorous, systematic framework in which to teach pupils to hear the 44 English speech sounds, blend them together into words and segment words into sounds for writing.

2. Individual Reading

At the learning to read stage, teachers and support staff listen to pupils read individually. Pupils at this stage may not yet be part of a guided reading group.

The school actively promotes the support of parents in this process by listening to their child read each evening and recording this in the home-school record.

Texts are chosen from the school's graded reading scheme and are at the instructional level for each child.

Pupils will also have a book which they can choose from the school library each week to support their reading.

Individual reading will be used to:

- Teach reading strategies and behaviours at the instructional level of the child;
- Provide a context for the teacher to teach high frequency words, decoding skills, use of picture clues and use of context to support prediction;
- Provide an opportunity for the child to practise her/his decoding skills;
- Explicitly support the child in her/his application of comprehension strategies;
- Monitor the comprehension and application of reading skills of the child.

3. Guided Reading

Pupils who have learned to decode text are at the reading to learn stage. Guided reading is used as a key teaching strategy for pupils at this stage. Teachers will work with each guided reading group on a weekly basis for one twenty-minute session. These sessions may be outside the English lesson.

Guided reading will be used to:

- Teach to the group's learning targets;
- Teach reading strategies and behaviours at the instructional level of the group;
- Provide an opportunity for pupils to practise their reading skills independently;
- Provide a context for pupils to share responses and understanding of different text types and genres with others;
- Explicitly support pupils in their application of comprehension strategies;
- Monitor the comprehension and application of reading skills of individuals.

4. Independent Reading

Teachers will set reading tasks for pupils that require them to read without teacher support. Some of these tasks might require a written response.

Independent reading will be used to:

- Promote enjoyment of reading;
- Promote the development of independent learning strategies;
- Provide a context for the application of skills and knowledge about reading.

READING MATERIALS

Reading has a very high status at Broadbottom and as such the school seeks to provide high quality, up-to-date resources for teaching reading. It provides:

A reading scheme for pupils who are learning to read:

Throughout the school, this material is based around Oxford Reading Tree (ORT), Project X, Rigby Star and Collins Big Cat reading schemes.

The reading material is chosen to provide a set of familiar characters and settings that the pupils can relate to. Classroom teaching helps the pupils to acquire knowledge of the central characters and their relationship to one another.

Letters and Sounds is chosen to provide a systematic and structured approach to phonics teaching.

Free Readers

Free readers have access to a range of books carefully selected through the library process that provide challenge in relation to vocabulary and range of texts, genres and

poetry and to be matched to the ages and maturity of the pupils. Pupils are encouraged to develop their own reading tastes and to be challenged into trying new types of reading materials. They are expected to learn from what they read; facts and information as well as empathy for characters, situations and dilemmas that they encounter in narrative texts. At this stage, teachers may allow pupils to bring suitable reading materials from home, especially where they feel that the child has well developed reading tastes and habits.

Pupils have a reading planner, along with working walls to log useful words and ideas to support their writing. Pupils are also encouraged to read books from the individual class libraries and the school library. Both oral and written book reviews are undertaken to encourage a desire to widen their reading experience, these are included in library books to help children make decisions when selecting a book of their choice.

As the pupil's progress, they are encouraged to widen their use of books for reading for information, developing specific skills:

- Looking up and locating
- information Skimming
- Scanning
- Making notes
- Computing is also used to support reading and comprehension

Comprehension Reading

Comprehension involves work based on the ability to recognise and recall:

Literal

- Facts
- Main ideas
- Sequence of events
- Comparisons and contrasts
- Character statements and reasons

Authorial - Analyse, synthesise and organise ideas and information explicitly stated in the text. Explain why a writer has chosen to organise a text in a particular way.

Deductive - The ability to answer questions where the text does not actually tell us, but we can work out the answer directly from information the text gives us.

Inferential - Ability to use ideas and information stated in the text with own intuition and personal experience as a basis for conjecture and hypothesis. It demands thinking and imagination that go beyond the printed page.

Evaluative - Make an evaluative judgement. Explain why a writer has chosen to use a specific word or phrase and the impact the word or phrase has on the reader.

Appreciative - Be emotionally and aesthetically sensitive to the text. To relate the text to its social, cultural and historical traditions.

HOMEWORK

Pupils in KS1 are expected to read at home to an adult daily - this is recorded within the reading journal and monitored by class teacher.

Pupils in KS2 are expected to read at home independently or to an adult and update their reading record planner with the number of pages read.

READING ASSESSMENT

During the assessment cycle NFER, reading skills ladders, Rising Stars, TAFs or past SAT reading comprehension tests will be conducted in Y1-6. Reading levels/standardised scores will be based on the test scores.

PHONICS ASSESSMENT

Using the activities provided within the phonics programme should be recorded on Target Tracker and shared with the HT/ English co-ordinator termly. Any pupils requiring support will be referred to the Phonics Intervention Group for the following term.

To achieve our aim at both Key Stages we need to:

- Expose the pupils to a stimulating range of books and texts, fiction / non-fiction / poetry / play scripts.
- Provide a range of reading experiences, individual reading / shared reading /guided reading / class reading / class stories and poetry / use of school and class libraries.
- Involve parents as much as possible.
- Ensure reading is structured and enjoyable.
- Use record keeping and assessment to monitor progress.
- Provide support for pupils with Special Educational Needs as appropriate Provide stimulating texts which are age related with appropriate graduated vocabulary.
- Encourage independence through the development of a variety of skills.

REVIEW AND EVALUATION

The procedure for reading will be revised as necessary as an agenda item at a staff meeting. This item will be led by the English co-ordinator. Comments from staff and governors will be taken into account and any changes to procedure agreed at a staff meeting prior to ratification by the governing body.

The implementation of the procedure will be assessed by the headteacher / English co-ordinator through monitoring activities. The head/English co-ordinator will, if necessary, call on external agencies to give specialist advice.