

# **Broadbottom C of E Primary School**



**“Let your light shine”, Matthew 5:16**

## **Reading Policy**

**Non-Statutory**

**March 2023**

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

## **Reading Vision**

At Broadbottom CE (VC) Primary, we actively promote a love of reading. Our aim is to ensure that all pupils are able to read confidently, fluently, accurately and with understanding. All pupils will develop an interest in words, their meanings and an appreciation of books from a variety of genres. Our learning is planned around quality texts. We ensure all pupils read and look at a variety of fiction and non-fiction books. These are taken home to be shared with parents, to support them in their reading progress and acquire a love for reading.

## **Reading for Pleasure**

Each year, events are planned to promote reading for pleasure, throughout school. These events include World Book Day, author visits, workshops, a summer reading challenge and an annual twilight story night. Children can bring their own books to read at leisure times. In addition to this, we have a well-resourced library and class libraries. Librarians attend the school weekly, to support pupils to choose engaging reading material to share at home. Pupils can also access their class libraries daily which are stocked with a range of genres and regularly changed. Weekly, reading buddies (from Key Stage 2) enjoy teaming up with younger readers from across the school to either read to, listen to or share a story.

## **Quality Story Time**

This is an integral part of the school day. Quality story time is timetabled across all key stages. This is recognised as an important tool to enhance language development and the love of stories. Each class chooses a quality text to enjoy during story time.

## **Teaching Reading in EYFS and KS1**

Our pupils learn to read accurately and fluently using *Read, Write Inc*, a systematic, synthetic phonics based programme.

During phonics lessons pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonics knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression

- Write confidently, with a strong focus on spelling, letter formation and punctuation
- Spell quickly and easily, by segmenting the sounds in words (using Fred fingers)
- Acquire good handwriting

In addition, we teach pupils to work effectively, with a partner, to explain and consolidate what they are learning. We group pupils according to their progress in reading.

### **EYFS and Key Stage 1**

In Reception and Year 1, pupils learn:

- Single letter sounds
- Digraphs (special friends)
- Trigraphs (special friends)
- Simple mnemonics

The pupils rapidly learn sounds and the letter, or groups of letters, they need to represent them. Once they are ready, pupils will read books that are closely matched to their increasing knowledge of phonics and common exception words through our shared reading programme.

In year 2, once the children have completed the *Read, Write Inc* phonics programme, they progress on to the *Read, Write Inc* spelling programme.

### **Shared Reading**

Once pupils are confident with recognising, blending and reading set 1 sounds, they begin shared reading.

During shared reading, pupils learn to:

- Practice with, and support, a partner
- Quickly recognise sounds
- Read common exception words (and identify which part of the word is tricky)
- Decode new story vocabulary
- Develop a wide range of vocabulary
- Read accurately and fluently
- Locate information in the text
- Make basic inferences based on what they have read
- Comprehend what they have read
- Articulate their thoughts and ideas
- Communicate what they know and understand

## **Year 2**

Pupils in year 2 continue to progress through the *Read, Write Inc* programme. Pupils are regularly assessed, and grouped, into small, focussed groups for shared reading. In the spring term, pupils progress on to guided comprehension.

## **Key Stage 2**

Pupils access our reading scheme at age related expectations (Gold 21) unless additional intervention is needed. Whole class, guided reading and individual reading, takes place each week alongside reading comprehension tasks. To support spellings, *Read, Write Inc* spellings are taught throughout Key Stage 2.

### **Assessment in EYFS and Year1**

Pupils are assessed every six weeks by the reading leader and regrouped according to this outcome. Reading groups are fluid to ensure all pupils are appropriately supported and challenged.

In year 1, summative assessment is carried out in the spring term using NFER testing materials. Class teachers are responsible for ensuring that all pupils are heard read each week and their progress monitored.

Pupils are assessed using the *Read, Write Inc* phonics assessment, three times a year. We also assess pupils using materials from previous Phonics Screening checks.

### **Assessment in Year 2**

Pupils continue to be assessed by *Read, Write Inc* until they are fluent, including daily speedy sounds. In addition to this, pupils complete NFER reading tests termly and past SATs material.

### **Assessment in Key Stage 2**

NFER and past SATS materials are used to assess reading termly. The lowest 20% of pupils in each group are tracked during half termly meetings and intervention strategies are put in place to deliver bespoke precision teach sessions.

Each pupil is set a piece of reading homework, weekly, which is assessed by the class teacher.

Pupils requiring additional or specific support with learning difficulties in English and Literacy are identified and appropriate assessment tools including Doodle, Lexia and Flash Academy.

## **Tutoring**

The lowest 20% of pupils throughout school have additional regular reading support alongside Lexia and Doodle tuition.

## **Reading at Home**

Pupils in EYFS take home a sound blending book, once they are able to blend sounds. All pupils are provided with a home reading book, matched to their ability which enables them to access the reading material and fosters enjoyment of their book. Parents are expected to hear their child read daily, for 5 minutes, and record this in their reading journal. In addition, National Curriculum High Frequency words, *Read, Write Inc* spellings and tricky words are sent home weekly.