




Burnt Tree Primary School

Reading Policy

Signed by Chair of Governors	
Date	07/03/2023
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This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Introduction

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

Aims

This policy aims to:

- Develop an interest in and a love of books, encouraging children to become attentive listeners and independent and reflective readers.
- Develop reading strategies and skills, accuracy, fluency, understanding and response to texts.
- Develop the ability to use and manipulate a variety of texts, both fiction and nonfiction.
- Develop children's experiences through a variety of text including the use of libraries, technology and other available media.

Guidelines for teaching reading

- The 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 phase.
- Positive attitudes to reading are fostered through carefully designed teaching activities and classroom provision. The need for children to enjoy reading and actively choose to read for different purposes informs this provision.
- Teachers use a balanced approach. Teaching activities promote 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 children to engage imaginatively with texts, empathise with characters and develop their specific interests in the world around them through their reading.
- A variety of teaching strategies are employed to teach reading both inside and outside the English or reading lesson.
- Teaching is embedded within meaningful contexts. Teachers teach children about reading by providing access to a wide range of high quality narrative and non-narrative texts.
- RWI material is used in phonics for children still mastering decoding skills. These texts are supplemented by a broader 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.
- In Key Stage 2, each year group, each term has a high quality text for use in guided reading. In addition to this, in English lessons from Y2 (when appropriate)-Y6, every half-term has a different high quality text to focus writing outcomes on.
- Reading is also taught as a discreet lesson in Y2-Y6 in order to ensure comprehension of texts as well as 'digging deeper' through a focus on key reading domains (vocabulary, inference, prediction, explanation, retrieval and summarising text).

Phonics

Burnt Tree Primary School uses Read Write Inc (RWI) to teach phonics. All staff who lead and teach phonics are trained and supported. All children are tested regularly and move between the groups if needed.

- In Nursery, children begin learning letters and sounds daily. RWI is introduced in autumn 2 and is taught 2-3 times weekly. Daily sounds are learned and practised.
- From Reception to Year 2, all children are set into RWI groups. Phonics lessons take place every day. Year 2 participate in whole class English lessons as soon as they complete the RWI scheme.
- From years 3-6, phonics is taught as an intervention if needed, or for children who are new to the country, and have English as an additional language.
- Spelling rules are taught and then sent home weekly and children are encouraged to learn and practise them, in line with the expectations for each year group, using 'Spelling Shed' as a tool for learning.

Phonics teaching will:

- ✓ provide a rigorous, systematic framework in which to teach children to hear the 44 English speech sounds, blend them together into words and segment words into sounds for writing.
- ✓ be carefully organised so that teaching and learning follows the scheme in order for accelerated progress to be made.

Shared Reading

Shared reading is a chance for the teacher/child/class to read a text together. This takes place during an English lesson and as such begins the English journey. During this time, specific reading skills or features of differing genre will be taught. This is an opportunity to discuss the use of language and widen the children's vocabulary. Through topic and science sessions, key texts (linked to individual themes) are shared with the class to support learning across other areas of the curriculum. These are also displayed so that the children can access them during the school day. All classes have a daily story time at the end of each day.

Shared reading will be used to:

- ✓ demonstrate how to read a wide variety of different genres and text types.
- ✓ demonstrate that reading is a pleasurable experience.
- ✓ give access to challenging texts for all pupils.
- ✓ provide a secure environment for learning to read.
- ✓ provide a context for explicit teaching about reading.
- ✓ enable teachers to model the skills and strategies used by effective readers.

Individual Reading

Individual reading gives children a chance to read with an adult on a 1:1 basis. It encourages children to discuss misconceptions and to offer their opinions on a book. It is also a chance for children to choose a book they would like to read and share with their families at home.

- In Nursery, all children have the chance to pick a book they would like to take home and share with their families. From the summer term, children are heard read daily.
- In Reception, every child is heard read 1-2 times weekly. The lowest 20% of readers are heard read three times.

- From Years 1-6, all classes will read individually within the context of shared reading opportunities and guided reading activities, as well as 1:1 reading over the week.
- Across school, the lowest 20% of readers are heard read three times per week.

All children will have a home reading book, which they take home to read and return daily. Teachers advise children to read the book band which is most suitable for them. When children are ready to move to the next book band, they are informed. Books are banded in terms of their complexity. Reading at home is celebrated through a certificate at regular intervals (times read at home).

All classes are timetabled to use the library once per week. This allows the children to share a book with an adult, read individually or with a friend. At the end of the session, children are able to select a book (across a range of genres) and take the book home. Children are able to change their library book on a weekly basis.

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.

Reading Aloud

There should be opportunities planned for children to read aloud to a variety of audiences. These could be through English work, guided reading or performances to audiences including whole school and parents. Higher order reading skills and reading comprehension are explicitly taught through guided reading and the English journey.

Guided reading

Guided reading lessons enable children to use their decoding skills as well as their comprehension skills to answer questions about a text.

Key Stage 1

- Y1 maintain their focus on phonics teaching and learning throughout the year. Vocabulary appropriate to their areas of the curriculum is learned, modelled and displayed.
- For those children who are ready, in Y2, children complete comprehension style activities on a weekly basis, as well as in small guided reading groups, discussing and answering questions orally, before writing, with the support of an adult/teacher. Vocabulary appropriate to their areas of the curriculum is learned, modelled and displayed.

Key Stage 2

During the week, children are able to learn new vocabulary from their text and use that vocabulary in different contexts, independently. This vocabulary, chosen by the teacher, is then referred to during the week in every guided reading lesson and displayed in classrooms. The children also read with an adult within a group and the text is analysed and discussed in depth. Children record any other pieces of vocabulary they are unsure of so that these can also be discussed during the guided reading lesson. All

children then answer a range of questions that link with the main reading domains (VIPERS). This work is recorded in guided reading books. Comprehension continues to be an integral part of the English writing journey, and examples of additional comprehension tasks can be found in the yellow English books, to support and develop these key skills. The close links between reading and writing are an important part of the English curriculum at Burnt Tree.

As part of the wider curriculum, comprehension and reading activities are designed, linked to the topic of each year group, and are evidenced in the thematic books, twice a term. Science linked reading and comprehension is expected to take place once a term, as well as RE.

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

- expose the children to a stimulating range of books and texts, fiction / non-fiction / poetry / play scripts.
- provide a range of reading experiences, individual reading / shared 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 children 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.

A reading culture

Creating a positive reading culture is essential to children's learning of reading.

- From EYFS-Year 2, RWI speed letters and sounds posters are displayed and referred to. Green and read words are displayed around this display.
- From Years 3-6, key vocabulary is displayed and referred to in lessons (on subject boards as well as vocabulary taken from guided reading).
- Each class has a reading corner which contains a range of fiction and non-fiction books which are available to read when given free reading time. This reading corner is made visually attractive and noticeable to the children.
- Investment has been made in the furniture/displays in the library to demonstrate the importance of reading, and how it is held in high esteem.
- All adults are good roles for reading in both modelling reading aloud and silent reading. Posters on the outside of classroom doors display what books the adults are reading at home.
- Reading displays around other areas of school are visually attractive.
- Each year, a set amount of the Pupil Premium budget is set aside for purchasing new, interesting texts for the library/home reading corners, including any new up-to-date authors, or requests by the children, to continue to place reading in high esteem.
- To ensure that all children experience visiting a public library, and to learn the importance of how and why to choose a reading book, visits are made by the children over the year to the local library.
- Reading at home is actively encouraged and celebrated regularly.