

BROOKSIDE PRIMARY SCHOOL

Reading Policy

The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoke at home and most special educational needs or disabilities (Reading by the Age of 6)

Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading. (The Reading Framework July 2021)

Aims and Objectives

At Brookside, we are committed to:

- ensuring pupils make progress in their reading skills including decoding, accuracy, fluency, understanding and response to texts.
- ensuring children are aware of their own progress and development as a reader
- ensuring children are able to use a variety of different texts e.g. fiction, non-fiction, poetry, reports and understand their purpose
- creating a positive reading culture where children enjoy reading, want to read regularly and discuss their reading.
- encouraging reading outside the classroom through forging strong links with home.
- developing children's experiences through a variety of texts including use of libraries, ICT and other available media.
- teaching children to apply the skills they learn in reading across the curriculum.

Teaching Reading

Children should have as many opportunities as possible to practice and develop their reading skills, at Brookside these include:

- Individual Reading (1:1 reading with an adult in school)
- Shared Reading
- Whole Class Reading
- Guided Reading
- Reading across the creative curriculum
- Independent reading
- Story Time
- Home reading

Children should also listen to stories read aloud on a regular basis.

Within English lessons, reading skills are regularly taught and applied to their writing. We have key texts for each topic that we read and share in greater detail.

To ensure progression and a cohesive approach, the following guidance must be followed:

Phonics

Phonics teaching must be consistent, well-structured, fast paced, and multi-sensory. All children will be taught skills following Rising Stars: Rocket Phonics (SSP), in dedicated phonics lessons. Children will be taught as a whole class. Children in Year 1 who have not been taught this scheme in Reception will be covering FS graphemes which they have not covered (from the scheme) and moving on to Year 1 coverage after Autumn half term. In Year 2, children have started the Rising Stars: Next Steps as a whole class. Alongside this, pupils in EYFS and KS1 receive daily targeted interventions to keep up.

Those children who have not made expected progress by the end of Key Stage 1 will be identified for intervention in Key Stage 2 to address gaps in their knowledge. Ongoing assessments will ensure that progress is tracked and that any children who need further support are identified. Teachers regularly monitor phonics groups and reading assessments to ensure that these are inline and that children are tracking or exceed our reading trajectory. Children who are not will be given extra support in school.

All teachers will follow the Rising Stars: Rocket Phonics (SSP) and only use resources designed to run alongside it. All the books have been carefully colour banded to match this scheme, so children will only be reading words containing the GPCs and Tricky Words they have already been taught.

In KS2, children who have not yet mastered phonics and decoding will take part in regular intervention sessions to develop their application of phonics by using Rising Stars: Rocket Phonics (SSP) resources. Appropriate reading books will be aligned to support their current stage.

Reception

Children will be heard to read at least once a week and feedback for parents will be given in reading diaries. Reading targets will be checked and updated regularly so parents can support children at home. We use paired reading and guided reading when appropriate, but we prioritise one-to-one reading with a skilled practitioner for children at the early stages of learning to blend. When children can read simple sentences with developing pace and fluency, we move to guided reading sessions.

We have a daily story time sessions and regular poetry, rhyme and singing sessions.

KS1 Reading

Children are allocated two books linked to their phonics phase and books are changed weekly. Reading is carried out in guided reading groups, whole class guided reading sessions or on a one-on-one basis with an adult. These reading sessions focus on applying phonics to sound and blend, developing fluency in reading and the comprehension of a text. Targets are regularly updated and reading diaries monitored to track and assess progress. Story time sessions are carried out daily, where a range of fiction, non-fiction and poetry are shared and discussed. Year 1 will also carry out regular poetry, rhyme and singing sessions.

KS1 children have the opportunity to take home a 'gold star' book to share with their grownups. This has been chosen by the parent or child and is not linked to their reading level. This is for reading for pleasure.

Beyond phonics

For those children who can apply their phonics knowledge consistently to longer texts, their reading sessions are more focussed on developing fluency and comprehension. They will be reading the Turquoise to Lime levels.

KS2 Reading

In KS2, children are allocated books based on their reading assessment and teacher judgement. The book bands follow whether they are working towards, at or above the expected progress within their year group. Targets are regularly updated and reading journals are monitored to track and assess progress alongside work from English lessons.

Within the week, children take part in regular guided reading sessions where they do a range of reading carousels and whole class guided reading. These develop fluency and reading aloud skills together with inference and comprehension. English sessions also cover skills to identify text types and their features and discuss themes between texts.

In LKS2, children take home reading books to match their band, which they independently change when they have finished them. They also have the opportunity to visit the library approximately once a week to choose their own book to take home.

In UKS2, children take home a book of their choosing from the library. Their banded book stays in school.

The banded books in KS2 are from a range of schemes and have been coded to a Brookside banding system. These have been matched to year group expectations.

Story time sessions are carried out daily, where a range of fiction, non-fiction and poetry are shared and discussed.

If children are not on track, then they take part in extra interventions sessions and have additional support in lessons. If the additional support is needed for phonics, they take part in regular direct phonics sessions. For support with comprehension, small groups undertake extra guided reading sessions.

A Reading Culture

All adults should be good role models for children in modelling both reading aloud and silent reading. Teachers promote a love of reading through story time and the sharing of class novels. Each class will promote reading for example through class libraries, use of the school library and the sharing of favourite books and authors. Reading is celebrated on World Book Day with activities throughout the day and during the week leading up to it for example visits to the library and dressing up. Reading for pleasure is also promoted throughout the school and communicated with parents. The school is continuing to invest in the library for children to use.

Reading Diaries

Reading diaries are used as a liaison between parents and teachers. In Reception and Key Stage 1, parents are expected to listen to their child read, discuss the book and write a comment or sign each time they read with their child. All children in YR and KS1 must bring their reading book and diary to school every day.

Assessment

Children are assessed regularly by their class teacher, both formally and informally against reading targets for each year group. Formal assessments such as Phonics screening checks and NFER comprehension papers are carried out. Teachers use marking of the English books and Reading Journals to support their judgements. Teachers and support staff also conduct more informal assessments in the form of one-on-one reading, guided reading sessions and reading comprehensions. Data is entered onto DCPro on a termly basis.

Teachers within year groups moderate reading on a regular basis. Staff meeting time is given to enable year group judgements to be compared. These judgements are also compared across our MAT. SATS are completed at the end of KS1 and KS2.

At the end of Year 1, a phonics screen is carried out in line with the government testing schedule. This is repeated in Year 2 for those who did not meet the expected standard.