Bratton Fleming Community Primary School

Part of the Gateway Federation and Ventrus MAT

Reading Policy Aims - March 2021

Our aims are to :

- enable our pupils to read confidently, fluently, accurately and with understanding.
- teach children to employ a full range of reading cues - phonic, graphic, syntactic, contextual - to monitor, correct and make sense of their own reading.
- foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.
- create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.

Principles for the Teaching and Learning of Reading

In order to deliver the above, we will meet the objectives outlined in the National Curriculum and EYFS curriculum. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genre appropriate to their reading abilities. They will have the opportunity to read 'real' books, newspapers, big books, posters, information booklets, reading scheme books and ICT based texts on individual computers and interactive Whiteboards.

Throughout the school children will be given opportunities to be immersed in an environment that is rich in print and possibilities for communication. They use communication, language and literacy in every part of the curriculum, and are given opportunities to speak and listen and represent ideas in their activities.

In Key Stage One, Children should begin to read independently with enthusiasm and increasing fluency.

In Key Stage Two, children will read a range of texts and respond to different layers of meaning in them. They will explore the use of language in literary and non-literary texts and learn how the structure of language works.

Strategies for the teaching of reading at Bratton Fleming Community Primary School

Reading is taught alongside phonics through a daily Read Write Inc lesson. This initiative promotes a strong and systematic emphasis on the teaching of phonics to aid the teaching and learning of reading.

As part of this scheme the children will be taught to:

- discriminate between the separate sounds in words;
- learn the letters and letter combinations most commonly used to spell sounds;
- read words by sounding out and blending their separate parts;
- study written representations of a sound and how it looks;

- recognise on sight vocabulary identified as 'Red words'
- read a range of high frequency words.

Moving into KS1 and continuing through KS2 children also take part in Reading lessons. During these sessions, teachers will use a wide range of strategies to enhance the teaching of reading. Some of these are outlined below:

- modelling and discussing the features of written texts through shared reading of texts;
- giving direction to develop key strategies in reading;
- demonstration - e.g. how to use punctuation when reading, using a shared text;
- explanation to clarify and discuss e.g. need for grammatical agreement when proof reading;
- questioning - to probe pupil's understanding of a text;
- investigation of ideas - to understand, expand on or generalise about themes and structures in fiction and non-fiction;
- discussion and argument - to justify a preference;
- provision of a wide range of fiction and non-fiction genres, for the children to choose from.

Strategies to Enhance the learning of Reading

We believe that in order for children to foster an enjoyment of reading and in order for them to have an understanding of the texts they read, they must be at the centre of their own learning.

Some of the strategies used to enhance independent learning are outlined below:

- We are aware that all children are individual and have preferred learning styles. Therefore, we aim to provide children with a range of visual, kinesthetic and auditory experiences, which will enhance and improve their reading skills.
- Children will be made aware of/involved in determining the learning focus of the reading session and will have a clear understanding of what the teacher is looking for in their reading/analysis of the text.
- Children will be given oral feedback about their reading, in order to help them develop specific aspects of it further, aiding progression.
- Reading tasks/books will be appropriately matched to individual abilities and needs in the classroom (differentiation).
- Staff seek opportunities to promote reading through additional curricula activities such as library visits, author talks, book week celebrations through the school year.
- The school promotes reading through a reading award scheme where children receive bookmarks, certificates, pens and book tokens for accumulated reads.

Teaching Reading

Foundation and Key Stage 1 Read Write Inc

The children in Foundation Stage Key Stage One are assessed half termly and are taught reading and phonics through the Read Write Inc Programme (RWI). Children are placed in small groups depending on their stage not age. They have a daily Read Write Inc Lesson

lasting up to an hour. This lesson starts with a 20 minute speed sounds lesson which teaches oral blending, new and revision of sounds, decoding of words, reading of common exception words, decoding of 'alien words' and spelling using decoding spells. The remainder of the session uses a closely matched book to read and comprehend over a 3 day/5 day plan. (depending on the stage). The activities in this session teach decoding, reading comprehension and reading fluency. During these sessions children read with a partner Teachers will circulate round children during this session to ensure children's reading skills are developing as expected and will use this assessment for learning to inform the planning of future reading activities.

Home Reading: All children who are not 'free readers' (beyond the RWI grey band level) will take home a book previously read in their Read Write Inc group. This ensures that books are suitable for their fluent reading ability This will build reading confidence and ensure success when reading.

Key Stage 1 and Key Stage 2

When children are ready to move off the RWI scheme they will be taught reading though the following activities.

Shared Reading: The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching, rehearsing and apple ying reading skills (word, sentence and text level).

Guided Reading: Guided Reading may take place in a small group, or as a class. At this stage the focus moves from the ability to decode to the deeper understanding of texts using a range of prediction, comprehension and inference skills. The texts chosen for these lessons will be matched to the children's reading ability with sufficient challenge incorporated. This reading is supported and therefore is set at an aspirational level. The texts will be linked to children's future writing activities.

Wider Reading Activities

As well as the class reading described above children's reading is taught through the following wider reading activities:

Independent Reading: Children will be encouraged to read material which interests them, to assist them in fostering a genuine love of reading and help them to appreciate its value. During this time, teachers may act as models reading their own chosen material, to reinforce the above philosophy

Story Time: Teachers will select texts which are linked to a class' topic work or books to be studied in Literacy. These texts are read aloud by the teacher. We believe that giving children the opportunity to hear an adult/teacher read to them, develops a child's ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary.

Reading Buddies: Children in younger year groups, who particularly struggle with reading, are given the opportunity to read with other children who are more fluent readers. This

opportunity not only helps to develop the child's fluency, understanding of a text and to experience modelling of good reading practices, but also allows them to build on their interpersonal and social skills.
Volunteer Reader :The school is lucky to have a number of volunteers (parents, carers) who come into school to hear children read. These individuals are under the direction of the class teacher. This opportunity not only helps to develop the child's fluency, understanding of a text but helps build confidence in reading.
Parental Involvement: Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to make a written comment in the school reading record, to show how their child read or understanding.

Equal Opportunities and SEND
In line with the Special Needs and Inclusion Policies, and the Primary Framework Strategy, Bratton Fleming CommunityPrimary School believes all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion. Through our teaching of reading, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Teachers provide support with reading and communication skills through:
- Using texts that motivate children to read
- Using visual and written materials in different formats
- Using ICT Strategies to Ensure Progress and Continuity The English coordinator will monitor and evaluate the teaching and learning of reading on a regular basis across school, to ensure continuity and progress is evident. E

very half-term, teachers will assess children's reading skills using the school tracking system.

Half Termly Pupil Progress Meetings require progress and attainment and allow teacher, English Coordinator and Head Teacher to agree strategies to be used to ensure progress. If a concern about a child's progress is raised then a specific intervention programme will be provided, tailored to their learning needs.

Pupils in KS2 will also be assessed through a formal reading test assessment in the Spring and Summer terms. Each teacher will then be able to gauge the child's strengths, areas for development and the progress made, and use this to plan future provision.