



Broadfield Reading Policy

Approved By Curriculum Committee
Review Date November 2021

At Broadfield Primary School, we recognise the significance of good reading skills as being a factor in the success of our children socially and academically during their time at Broadfield. We recognise the importance of sending our children to Secondary School as fluent and confident readers, who have the ability to access all areas of the curriculum. Competence and confidence in reading is the key to independent learning and therefore the teaching of these skills is given a high priority by all staff.

Aims

In order for children to access all areas of the curriculum we aim to do the following:

- To teach reading skills from an early age.
- To ensure our children have a solid foundation in phonics so that the children can decode words accurately and confidently.
- To ensure that children develop the ability to read aloud fluently and with expression.
- To teach children that reading is an enjoyable activity.
- To ensure that children read for meaning.
- To ensure that children are competent at using a range of strategies for reading for meaning.
- To encourage children to read a wide range of books including fiction, poetry and non-fiction materials
- To expose children to books that celebrate other cultures and languages.
- To encourage children to listen attentively with an inquisitive mind.
- To recognise that reading is linked with writing and to teach these skills explicitly.
- To ensure that all children have equal access to the curriculum regardless of gender, race, religion or ability.

- Children with specific reading, speech and language or hearing difficulties will be identified and supported through intervention programmes in school and external help will be sought where necessary.

Approaches to teaching and learning

The teaching of reading will be carefully planned to meet the needs of all our children, taking into account any low literacy baselines or inconsistent home support. We recognise the importance of a consistent whole school approach to the teaching of reading to enable the narrowing of any gaps and to target the highest possible number of children to attain:

- End of FS -Expected
- End of Year 1 (Reading by the age of 6) Reading Recovery book level 16+ (Light blue book band)
- End of KS1 St2S
- End of KS2 St 6S
- For children with the ability to achieve greater depth, extra challenges are incorporated into small group reading sessions.

Every attempt will be made to ensure that our children have opportunities to read whenever possible:

In the Foundation Stage pupils will be given opportunities to be immersed in an environment rich in print and images to aid effective communication.

By the end of **Key Stage One** pupils should be showing the signs of reading independently with enthusiasm and appropriate understanding.

In Key Stage Two, pupils will read a range of genre and respond to different layers of meaning within them. They will be able to explore the use of language in all texts and learn how the structure of language works.

Continuing Professional Development

The role of adults in supporting children is crucial to helping children to become confident readers

- Time has been invested in the training of teaching and support staff.
- Several teaching assistants have been trained as Better Reading Partners.
- Teachers and Teaching Assistants from Year Two to Year 6 have been trained in how to deliver Inference sessions.

- Teachers and support staff have also received guided reading training, both in school and as part of CPD. We also receive regular support from Jan Owen-EY2p Literacy Consultant.
- Any staff requiring further support will receive training according to their identified needs.

The teaching of Reading

At Broadfield children in Nursery and Reception have daily phonics teaching based on the Letters and Sounds programme. Children in Key Stage One have phonics teaching four times per week. This is differentiated and taught across year groups in ability sets. Children who are working at Stage 6 in KS1 will be taught more formal spelling strategies, in line with the National Curriculum requirements for Year 2.

In KS2, teachers use the Assertive Mentoring spelling materials (which are closely linked to National curriculum requirements) for each year group.

Lower ability children have extra phonics/spelling support, taught through targeted interventions.

Teachers ensure that reading is taught through Shared and Guided Reading sessions. During Guided Reading, children are divided into similar reading ability groups who then received focused input at least once a week. The adult asks questions, promotes discussion and interacts with children to extend their thinking and develop their responses to the text. During these sessions, all staff will use a 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 the texts
- Giving direction to develop a consistent approach when teaching key strategies in reading; through the use of Cracking Comprehension teaching materials.
- Inferential, deductive, and predictive skills will be taught explicitly during guided/shared reading sessions.
- Demonstration-e.g. how to use punctuation when reading, using a shared text.
- Differentiated planning to ensure that questions are targeted to enable all staff-to probe pupil understanding of a text.

Independent Reading

- Children are given the opportunity and encouragement to read independently (during dedicated extended reading sessions) to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.
- From Year 2 onwards children are encouraged to keep a log/record of books which they have read.
- Children have access to a wide range of books including fiction and non-fiction via class, school and local libraries and they are encouraged to be actively involved in the choice of texts for both guided and independent reading. This is in order that our children foster a love of reading.
- Children bring their book bag, reading book and reading record book to school every day.
- Teachers and teaching assistants will monitor this to ensure that children are choosing appropriate books for their ability and age and that more-able pupils have access to challenging texts.
- Children will be supported in changing their books regularly.
- Children's individual reading will be monitored by staff. Where children do not read regularly at home, teachers will arrange for them to read individually at school where appropriate.
- Children who persistently forget to bring their reading books to school will have a reading book which is kept at school.
- Every effort will be made to stress the importance of reading.

Parental Involvement

We acknowledge that it is the job of school staff to teach a child how to read and to develop as a reader. However, we know that the best readers will also be reading within the home environment. Parents will be encouraged to listen to their children read at home and able readers will be expected to read independently at home to build reading stamina. Children will take a reading book home every day.

Hearing Books Read Aloud

At Broadfield, we place a high importance on reading for pleasure. As far as possible, teachers will try to find time to read aloud to their class on a regular basis so that children have the opportunity to hear what 'good reading' sounds like.

Children Reading Aloud

This will be modelled during shared and guided reading. Children will have the opportunity to develop their confidence and oracy skills by reading aloud to a variety of audiences, including their own age group, younger children and during assemblies. This also will promote reading for enjoyment and as an essential life skill.

Library Use

Every class has weekly access to the school library for a timetabled slot. Children are encouraged to find their own books, handle the books with care, talk about them to their peers and to adults and ensure that their books are checked out on the Junior Librarian system. The school library is open every day at lunchtimes for children to borrow books and after school for families, 2 days a week. Nursery encourages reading as a family through their library system. Children and parents borrow a book every week.

Reading Environment

Classrooms and all school areas will provide a print rich environment. Reading displays will form a part of that environment-library corners, favourite books lists, book reviews, book of the week, author displays and collection of books on a similar theme will help to develop enthusiasm.

Assessment

Assessment in Reading will:

- Provide reliable and credible information to support progression in learning
- Accurately identify and track pupil progress
- Raise the expectations of success and celebrate a broad range of achievements
- Motivate and actively involve pupils in review, target setting and self-evaluation
- Allow pupils to demonstrate their abilities through a range of assessment opportunities

Record Keeping

Foundation Stage

- Ongoing assessments of reading behaviours during the session or day.
- Book Level Tracking Sheets
- End of Foundation Stage profile assessment

- At the end of the summer term, reading ages in Reception are calculated through use of PIRA assessments.
- Parents and teachers record comments about pupil's reading in reading record books.

Key Stage One

- Ongoing assessments during guided reading sessions using group reading records linked to lesson objectives and targets
- Book Level Tracking sheets
- Benchmarking for identified children
- Identified children to do YARC for Better Reading Potential intervention
- Termly PIRA tests (which give a reading age)
- End of KS1 SATs reading assessments.
- Parents and teachers record comments about pupil's reading in reading record books.

Key Stage Two

- Ongoing assessments during guided reading sessions using group reading records linked to lesson objectives and targets
- Identified children to do YARC for Better Reading Potential intervention
- PIRA test are carried out on a termly basis. Reading Ages are collated and converted into standardised scores which are then used to monitor and track progress throughout the year.
- Optional SATs at Y3,4 and 5-using NFER tests
- End of KS2 SATs at Year 6
- Cracking Comprehension assessments
- Reading record books.

Monitoring and Review

The Literacy subject leaders(s) will make use of a variety of tools:

- Pupil interview and/or questionnaire (pupil attitude)
- Staff questionnaire
- Parental questionnaire
- Data analysis
- Sampling of planning

- Book Scrutiny
- Lesson Observation/learning walks
- Reading record books

After monitoring, feedback will be given to staff, will be considered at SLT and where appropriate by Governors. Findings will inform the School Development Plan and target setting process.

Reading is further promoted through: visits by celebrated authors or poets who lead workshops with groups of children, celebration days/weeks-linked to events such as World Book Day, Black History Month, or reading challenges linked to favourite authors such as Roald Dahl. In addition, we actively encourage our children to join the local library by taking part in Summer Challenges. Librarians visit Madeleine Lindley to select new titles for the library. A selection of age appropriate books has been purchased for use in each classroom to cover SMSC topics such as LGBT, bereavement, British values, diversity, etc.

The effectiveness of the Reading policy will be evaluated, reviewed and updated regularly.