

**Broadbent Fold Primary School
and Nursery**

Reading Policy



March 2022

Rationale

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not." This policy can be adapted to suit individual needs.

At Broadbent Fold we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading. Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. We aim for every child in this school to learn to read regardless of social and economic circumstances, ethnicity, the language spoken at home, special educational needs or disability.

Aims

Our aims in teaching reading include:

1. To enthuse children with a love of reading and share a range of high quality, diverse children's literature with them.
2. To achieve high standards in reading, developing children's confidence, fluency, and independence when reading for different purposes.
3. To use high-quality expert teaching that follows the carefully planned and tightly structured approach to teaching phonic knowledge and other essential reading and comprehension skills.
4. To have in place a diligent, concentrated and systematic teaching of phonics so that it is central in children's success in learning to read.
5. To have a high focus on developing comprehension skills in reading across the curriculum and during taught reading sessions.
6. To use ICT systems, drama and role-play, where appropriate, to immerse children in the text.
7. To use assessment effectively, tracking progress and providing support through extra provision and adapting the teaching of reading to meet individual needs.
8. To develop children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
9. To ensure classroom reading areas and the library setting is a well-resourced, organised, child friendly learning environment that is used in a productive manner.

Our approach to reading

- Pupils will be taught to read in the early stages of reading using Phonics as the primary approach. We follow the First-Class Phonics scheme in EYFS and Key Stage 1 to ensure that pupils have the best start in reading and are able to use the strategies taught during phonics teaching in their independent reading. Pupils who require additional support will be given appropriate intervention throughout the school.
- Teachers and support staff will be highly trained in the principles of phonics, so that they can identify the learning needs of young children and recognise the barriers that impede learning. There will be a strong focus on developing the children's capacity to listen, concentrate and discriminate between sounds.
- Pupils will be given opportunities for independent reading of their reading scheme/library books during the school week. All children will have a reading book, chosen by them, at an appropriate level. These books should be 90% readable by the child, matching their current phonics level in EYFS/KS1, and this will be monitored regularly. Children will be given the opportunity to change their library and individual books as often as needed. All reading to an adult will be recorded in the children's home reading journals and the class teacher's reading record.
- Reading will be at the heart of the curriculum. Every topic, theme or subject area will include specific linked texts, poems and appropriate websites. Whole class texts will be used to produce high quality work across the curriculum. Class texts will reflect the diversity of the world in which we live so that all pupils feel represented in their classrooms.
- Taught reading sessions will be consistent throughout EYFS to Year 6 using high quality texts, focusing on many different question types which relate to the content domains. The content domain sets out the relevant elements from the National Curriculum programme of study. In EYFS early reading skills will be taught alongside some basic comprehension. In KS1 to KS2 a sequence of lessons will be taught building on a specific content domain each week. Additionally, a 'treasure chest' activity will be planned focusing on a range of content domains.
- We have a significant focus on developing comprehension skills in reading. We focus on applying the key skills taught in shared reading sessions when reading in other curriculum areas including reading for meaning, inference and authorial intent. We will foster a culture of reading across the broader curriculum through our cross-curriculum work. Each week a comprehension activity will be completed in any area across the curriculum.
- We will encourage parental involvement through parental workshops and the use of home school reading records to promote a shared responsibility for the teaching of reading. Through competitions, children will be encouraged to read for pleasure as well as developing reading skills at home. Also, all children will have access to Get

Epic: an online reading resource. Every child in the school will have their own unique username and class code in order to log on at home.

- The curriculum will give children rich opportunities to talk about, listen and recite texts in a wide range of contexts. Through a range of strategies, children will be able to retell verbally a range of stories, non-fiction texts and poetry from a young age. We will make certain that reading for pleasure is at the heart of our reading curriculum using high quality resources.
- There will be opportunities for extra curriculum reading through outdoor reading boxes, themed days and other reading related activities throughout the year. We also encourage family members to set a good example by coming into school to read with their children on a regular basis during reading mornings and family read sessions. Authors are also invited into school during theme days to engage and inspire the children.
- Assessment of progress to be completed meticulously, frequently and in detail through Pupil Progress meetings every term, phonics tracking every half term and reading assessments using NFER tests every half term. Reading comparisons will take place regularly to ensure reading books match the child's reading age, phonic phase and guided reading group.
- We will ensure class teachers take primary responsibility for assessing the progress of all children, identifying vulnerable children and for putting effective provisions in place early and quickly with high expectations of what pupils should achieve. It will also be teachers' responsibility to monitor the progress of the extra provisions to ensure barriers are being overcome. Children who are struggling to read will be given individual support which will be carefully attuned to overcoming barriers to their phonological awareness.
- The academically more able will be challenged by the use of high quality, lengthy texts being used in taught reading sessions; English and cross curricular lessons and for their individual reading books to be taken home. In Upper Key Stage 2, Philosophy for Children is used to challenge more able children focusing on the author's intent and inference skills. Additional support is provided for targeted more able children. We also liaise closely with our cluster of schools to address the AMA in reading and sharing good practice across ages and abilities.
- A range of interventions are in place to support pupils who are; SEND, disadvantaged or vulnerable. These include daily reading, reading buddies, BRP, Toe by Toe, precision teaching and pre-teaching approaches. Colour paper / filters are available to ensure pupils with dyslexia tendencies can access the reading elements of the curriculum across subjects.
- The monitoring and implementation of the program, especially the quality of the teaching, and the evaluation of the impact of the program on pupils' decoding and spelling skills will be given priority within our school's strategy for self-evaluation.

The teaching and assessment of reading will be monitored regularly by SLT to ensure consistency and appropriate action will be taken if improvement is called for.

- Staff and children will share the responsibility for the up-keeping of the school Library. We will ensure the library is well resourced with a range of up to date resources including ICT equipment and we will monitor how the library is used in order to ensure it is used in a productive manner. We have child librarians to maintain the Library and encourage children to be responsible for the room and the resources.

Conclusion

The development of reading is a top priority for our children. Teaching reading is central strategy to developing children's literacy. They will develop the key elements of word recognition, decoding, recognising the links between letters and sounds that will lead to understanding of meaning and language comprehension. In this school, we will foster the children's love and enjoyment of reading through fun opportunities that will encourage them to become confident readers.

Review

This Reading policy will be reviewed by the English Leader and the SLT.

