

Richard Bonington

Primary and Nursery School



Reading policy.

Adopted:	March 2023
Reviewed:	March 2024
Head Teacher:	Mrs L Barbuti
Chair of Governors:	Mrs V Burr

If you require this in another format, please contact the school office:

Principles

"Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum."

The National Curriculum in England: Framework document, 2014

"Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age."

Children's and Young People's Today, National Literacy Trust, 2012

At Richard Bonington Primary School, we believe that, as reading is at the core of accessing all areas of the curriculum, it is essential that purposeful and dedicated time is given to teaching the mechanics of reading and the skills of comprehending what is read. Whilst we recognise that learning discrete reading skills is fundamental, we also appreciate the significance of nurturing positive attitudes to reading, as research tells us this can also play a key role in a child's development.

Our vision is:

- to engender a life-long love of language and communication by learning about English skills through the use of quality children's texts and books that interest, inspire and excite readers
- to foster, nurture and encourage a community of readers (including parents, governors, staff and children) who work together to promote a love of reading
- to ensure that every Year 6 child leaves the school as a fluent and competent reader and/or has a range of techniques at their disposal which will allow them to decode new and unfamiliar words effectively.

Our Aims

As a school our aims are to develop literate children who:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased levels of fluency, accuracy, independence and understanding;
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies.

Teaching Reading in Foundation Stage and Key Stage 1

In FS2 and KS1, all children who are learning to decode take part in daily phonics sessions to teach the GPCs they need to learn to read independently. These sessions follow the progression set out in the Little Wandle teaching guidance.

To support the application of the reading skills the children are taught, they take part in three group reading sessions a week. These three sessions focus on the skills of decoding, prosody and comprehension and use fully decodable books, matched to the children's current level of reading. Children then take their fully decodable book home to read with their parents/carers.

To support a love of reading, children also take home a 'sharing book' which is a quality picture book, designed to be read by their adult. Daily keep-up sessions provide support for children who have gaps within the daily phonics sessions or as a result of the half-termly assessments.

All planning, guidance and resources for these sessions can be accessed through the Little Wandle for Letters and Sounds website

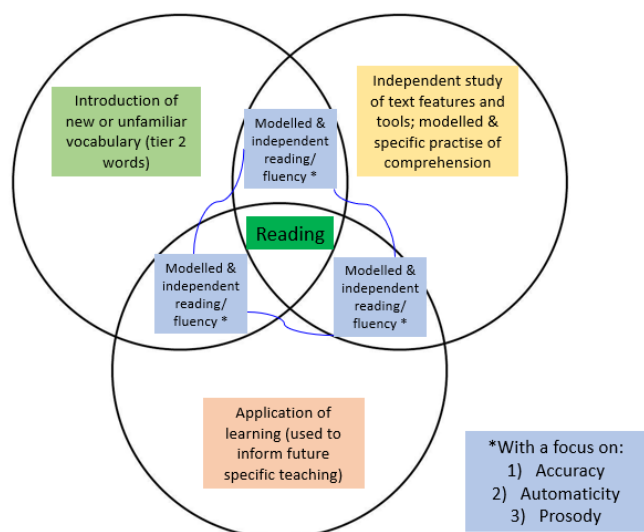
<https://www.littlewandlelettersandsounds.org.uk/>.

Teaching Reading in Key Stage 2

In Key Stage 2, reading is taught through whole class sessions run, with a regular focus on one of the twelve RBPS comprehension skills. They are:

Activating prior knowledge	Match and justify	Visualising	Suggest and justify
Exploring unfamiliar vocabulary	Predict	Sequence	Infer
Question	Skim, scan and retrieve	Summarise	Compare and contrast

How do we structure our whole class reading sessions?



Over a two-week period, staff aim to cover three main areas with a focus on **modelled & independent reading/fluency** throughout.

Those areas are:

- 1) Introduction of new or unfamiliar vocabulary (tier 2 words).
- 2) Independent study of text features and tools; modelled & specific practise of comprehension.
- 3) Application of learning (used to inform future specific teaching).

Modelled and independent reading/fluency

A number of different strategies are rotated by staff to ensure that the children have regular opportunities to develop decoding and fluency skills:

- 1) **Teacher modelling:** the teacher reads to the class regularly, modelling expression and use of punctuation to build fluency.
- 2) **Shared reading:** using mixed ability pairs, the children are encouraged to shared read. This includes opportunities to read the text at the same time as their partner, copying use on intonation and expression. Alternatively, the children also 'tag team' their reading, giving feedback to one another and suggesting ways in which their fluency could be further improved.
- 3) **Echo reading:** Echo reading is a rereading strategy designed to help the children develop expressive, fluent reading. In echo reading, the teacher reads a short segment of text, sometimes a sentence or short paragraph, and the children will echo it back.
- 4) **Repeated reading:** Staff will read the passage to the children to show them what it sounds like to read the passage fluently. Then have them re-read the passage several times, out loud and in their mind on their own, until they feel they have developed fluency in reading that passage. Highlight strengths and areas that need improvement. Each child will then read the passage again, to ensure that they have mastered fluency.
- 5) **Rapid word recognition:** Teachers will use sight word recognition charts (perhaps using tier 2 words previously covered).

Introduction of new or unfamiliar vocabulary (tier 2 words)

At the beginning of each week, a new selection of tier 2 words are introduced from the text/extract. Each word is introduced to the children with a child-friendly definition and associated synonyms. The quantity of tier 2 words taught increases as the children move up through the school:

FSU: 2-4 words per week

Year 1/2: 4-6 words per week

Year 3/4: 6-8 words per week

Year 5/6: 6-10 words per week

Having introduced the children to the new vocabulary on the Monday, a 5-minute tier 2 word starter is then incorporated into the beginning of each reading session throughout the remainder of the week.

Independent study of text features and tools; modelled & specific practise of comprehension

Children are introduced to a skill during each reading session and staff will ensure that they are clear what that skill is, providing them with a step-by-step guide of how to achieve new learning in that area. Using different examples from the text, staff model how to effectively demonstrate a specific skill.

Children need to be able to say a response before they can write one; developing this skill at primary is vital. To do this, teachers model and encourage children to make good use of sentence stems.

Staff encourage regular opportunities within sessions for the children to apply their understanding of these modelled skills. They include questions/activities to complete independently based on a specific comprehension skill.

Application of learning

All children are given opportunities to apply their understanding of the 12 comprehension skills on a regular basis. In all year groups, teachers allow regular time for the children to answer 'cold task' comprehension questions independently, followed by opportunities to discuss responses through whole class modelling, shared/paired discussions and targeted intervention group sessions.

Independent reading and book selection

Children are assessed on a half-termly basis to ensure that they are reading books which are accurately matched to their level of ability. Several strategies are in place to support and promote reading for enjoyment across the school.

FS and Key Stage 1 – In Years One and Two, children are given the opportunity to change their books once a week. During this time, they will be asked to choose two new books which they will work on, both at home and at school over the course of that week.

Key Stage 2 – Our older children are encouraged to change their reading books once a week (if necessary). However, they are also encouraged to take ownership of this so that they can identify for themselves when a book needs changing. They make reflective choices about what they enjoy reading from a range of books pitched to their ability level.

Progression

Richard Bonington Primary School use curriculum guidance from the Early Years Foundation Stage and the National Curriculum. This provides direction for teachers in understanding how to teach reading and to guide their children as they progress through the three stages of the primary curriculum (EYFS, KS1, KS2). Teachers assess pupils against these frameworks to determine starting points for their class and to monitor progress on a regular basis.

Assessment of Reading

Richard Bonington Primary School use 'Otrack' to assess, monitor and track children's progress in reading.

Half-termly Little Wandle assessments take place to track the progress of children's phonic and decoding ability until they are fluent readers. This provides an accurate account of gaps in learning and the appropriate independent and group reading book for each child.

In the Early Years Foundation Stage the ages and stages of 'Development Matters' are used to track children's progress and development. Also a record of book bands provides an overview of each child and the cohort.

Links with Parents

At Richard Bonington Primary School, our aim is to raise the profile of reading both in school and at home, to encourage more reading on a regular basis, to inspire enjoyment of stories and to increase pupil knowledge of books and authors.

1) Reading diaries and class reading 'counter'

We expect the children to bring their diary and reading book into school on a daily basis. This allows each teacher to monitor who is reading at home (and how often). Teachers can monitor comments/communications made by parents and carers. Teaching staff use stampers, stickers and/or make a note in reading diaries of weekly guided reading and 1 to1 sessions with the children in order to promote regular communication with parents.

Each classroom displays a class 'reading counter'. The children work together as a 'whole class team' to collect as many signed reads in their diaries as they can. Once they have achieved 1000 reads, the teacher will take the children to their local library as a treat.

2) Reading buddies system

Across the school, each class is paired up with a 'buddy' class. On the last Thursday of every month, from 3 – 3:20pm, the children will spend some time with their reading buddies and enjoy reading books together.

3) Kidnap the Parents

Once a half term, the children at Richard Bonington go on a mission to 'kidnap' their parents! We invite parents to come into school to take part in these events with their children.

'Kidnap the Parents' events provide an exciting opportunity for the children to share their favourite books, comics, magazines, newspapers and stories with a member of their family.

4) Induction Meetings

Parents have an induction meeting when children start in our Foundation Stage Unit to outline the approaches to teaching reading at Richard Bonington Primary School. This is followed by Phonics workshops for parents to provide support for parents regarding the teaching of phonics and how this supports the development of reading and writing.