



READING POLICY

CAMBRIAN
Nurturing Growth - Inspiring Minds



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*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we would want to be loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Definition

Reading is a process that requires understanding and response to all types of writing. It is a quest for meaning and one that requires the reader to be an active participant. It is a complex process and one that requires the development of a range of interlinked skills and strategies. These will not necessarily be developed in a particular order and different readers will learn to use their preferred strategies to gain meaning and enjoyment from text at different stages in their learning.

Aims

We want for all children to be life-long readers. In order to ensure this is achieved we feel it is important that:

- reading is seen as a worthwhile and purposeful experience
- reading is seen as important for children in their lives
- reading is a way of entering other worlds/other people's lives and as a way of inspiring an emotional response
- children in our school receive consistent messages about reading and themselves as readers
- we as teachers are aware of what is involved in the process of reading
- we ensure that provision is made for all learners
- we provide a range of high-quality texts at all levels
- parents are valued in the contribution they make towards their child learning to read.

In order to achieve the above aims we feel it is important that we ensure that:

- we are able to articulate confidently and clearly how reading is taught throughout the school
- staff have a good understanding of how children learn to read and use this in their teaching
- we recognise what constitutes progression in reading and make adequate records of pupil progress
- reading and the acquisition of reading skills is embedded throughout the curriculum
- the links between reading and writing are recognised and utilised in teacher's planning
- adequate curriculum time is allocated to reading, both in English lessons and in other curriculum areas
- staff have the opportunity to attend INSET on the teaching of reading
- there is scaffolded support for learners

Reading Intent

Reading is given a high priority in Buckland's curriculum, as it is the ability to read and understand which opens up learning for children. Our main aim is for our pupils to leave school as children who understand the importance of reading in their lives, we want them to be able to select their own purpose for reading and to understand that how we read depends on why we are reading – be it to find information; to learn something; to deepen understanding; to help with writing; to entertain; to make sense of the world – we want them to be life-long readers. We want them to enjoy a whole variety of genres (including poetry) and recognise that they have a range of reading strategies and skills, that they have honed, available when they need them. We want children to use reading as a way of broadening their horizons, recognising that they can enter different worlds and other people's worlds, which will help them relate to others and be empathetic towards people through sharing and developing their emotional responses to what they read. By the time children leave Buckland, they will be more than competent readers, who can recommend books to their peers, have a thirst for reading a range of genres and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.

Implementation/ Teaching and Learning

Teachers use the National English Curriculum as a basis for their own planning. This provides a structure to ensure continuity and progression and to make sure that coverage is complete at text, sentence and word level, as well as developing the link between reading and writing.

Our long-term plans, which are linked to the termly values, identify the texts that are used in the teaching of reading. The texts are chosen from recommended reading lists, CLPE recommended books, links through the values and teacher knowledge of stimulating and challenging texts. Chosen texts are shown on English medium-term plans and often link to work in other curriculum areas, to ensure that these best support each-other throughout the term. Planning at this level, makes every effort to develop learning through the in-depth study of texts. English units of work are usually planned in 2–3-week blocks – but a text or unit may be developed over a longer period, drawing on objectives from different themes and/or genres. Teachers will have an on-going class story which they read to their class: this may be in preparation for a future unit of work using this text. This is a way of inspiring and motivating pupils and of allowing them to access texts that are beyond their current level of reading ability.

Each unit of work will begin with children exploring the text type and analysing features of the writing, and may link to the Talk for Writing and Storytelling techniques (particularly in KS1). This will involve a range of reading, from whole class, to group, paired and individual reading. It is from these reading activities that children learn to write effectively – 'reading into writing'.

In KS1, and where necessary in KS2, some pupils are also given opportunities for individual reading with an adult throughout the week. This involves reading with the

teacher or another adult and having the opportunity, not only to read aloud, but also to discuss their reading and next steps. All children are heard by a teacher – in KS1 this happens most days, as part of the Phonics lessons (the reading session after the Speed Sounds lessons.) In KS2, children will be heard reading as part of their Whole Class Guided Reading lessons. Parents who have been DBS checked and Volunteer Reading Support are two other ways in which we provide an audience and support for individual readers.

Foundation Stage and Key stage 1

Please refer to the Phonics policy to see how Reading lessons are organised in EYFS and Year 1 and in the Autumn Term in Year 2. In Year 2, children who have been assessed (using the RWI assessments) to be fluent enough (usually in the Spring Term), take part in daily comprehension lessons using carefully selected shorter chapter books.

Key stage 2

Year 3 and 4

As children become more fluent and progress to KS2, they now follow a colour coded approach to book choices changing colour bands when the teacher recognises enough progress has been made. These match the end of the sets books from KS1 (see appendix1). Once the colours have been progressed through, children may choose books freely within their class in discussion with their teacher. In all year groups, children are also encouraged to choose a non-fiction book to read at home as well as a fiction book.

Years 3, 4, 5 and 6

Children in KS2 have a daily whole class guided reading session. Three days a week, this follows the Ashley Booth scheme of work – during these lessons, children will read a high-quality text (different each day), from a wide-range of genres. The texts are organised around a theme, an author or a particular genre. As far as possible, these are linked to our termly values and other subject areas being studied. Two days a week, guided reading lessons in KS2 are linked to the whole class text being explored in writing sessions. Our guided reading lessons include opportunities for analysis of the text to look for evidence, as well as in-depth discussions with the teacher about the use of language, structure, settings, characters and author intention, as well as vocabulary, inference, predictions, explanations, and summaries.

Individual reading to an adult takes place in KS2 for those children who have been identified as needing extra support and/or for those not reading at home. In Years 3/4, children who have been identified as needing to develop their fluency, in order to be able to access the whole class lessons, work in small groups for support – this will be with a focus on developing the key elements of fluency – accuracy; automaticity and prosody (reading with expression).

Reading Records and Reading Rings

All children throughout school are expected to read each day at home and at school. Reading records record reading in and out of school in KS1 and LKS2 and in UKS2 children also have a book ring on which to record their books read. Children in KS2 will add a leaf to the class book tree when they have finished a text as a recommendation for others. KS2 children are supported by teachers in their choice of books.

Resources

In our school we aim to ensure that:

- there is a central bank of big books for group and whole class use
- each class has a well-stocked class library
- there are guided reading texts at different levels for teachers to use with groups of children
- there are sets of RWI phonic reading books for use with groups in KS1
- class texts are added to on an annual basis, building a stock of good quality texts at a range of levels.
- reading materials are selected carefully to ensure no discrimination and a wide reflection of society
- non-fiction resources to support learning across the curriculum are located in the library and classified according to subject, using Dewey for children to locate easily, developing research skills.
- iPads are used for the children to access texts through the Kindle app and these are also used through airplay on the whiteboards to aid teaching. These are particularly used with child with specific needs around reading.

Assessment / Impact

The success of the school's approaches to reading is evidenced by high results in the phonics screening check at the end of Year 1, reading at KS1 and KS2, with more than the national average attaining the age-related expected target and working at greater depth.

- Pupil attainment is recorded on FFT – KPI sheets support teacher's judgements – these are kept in the front cover of their Reading Journals (KS1) and Guided Reading Books (KS2).
- The Reading Lead keeps a RWI assessment tracker of the phonic sound that each child knows - these are updated on a termly basis, when each child is assessed. A final RWI assessment for Reception children, is passed on as the children transfer into KS.
- Statutory and optional assessments are taken 3 times a year during assessment weeks and provide a summative assessment, supporting emerging, developing, expected and greater depth judgements of the year group objectives. The results of these are analysed by class-teachers and the English co-ordinator, to provide data about individuals and cohort strengths and areas for development. This data is used to inform planning. Those children who are not making the progress

expected of them are identified and appropriate intervention is put into place. Children attainment is shared with parents at Parent's Evening and in end of year reports.

- Each pupil has an evidence folder which is kept in their class. This is where assessment papers are stored. These folders follow the children through school.
- Teachers use the KPIs to level children's attainment using the terms emerging, developing, expected and working at greater depth of the objectives. This is supported by group and individual reading records. Moderation discussions help to improve teacher knowledge of levels of attainment which in turn helps to inform next steps for individuals and groups of children.
- Daily assessment from observation and discussions with children allow teachers to plan next steps. We recognise that the use of whole class guided reading, is an excellent way of facilitating these assessments.

SEND

Children identified as having SEND, have a support plan, detailing their specific targets. Mostly, these children work in the classroom with their peers, engaging in scaffolded work, enabling them to access the learning in class. However, for some children it will be appropriate to work for short periods of time outside the classroom, either in a small group or on a one-to-one, towards their targets using particular intervention strategies. These include: Wave 3; Rapid Readers; RWI One-to-One tutoring.

Teachers may wish to refer concerns about particular pupils to the school SENDCo who is available to discuss approaches / resources / provision to support children's reading development.

Termly checks on reading ages are kept ensuring a measure of progress.

A central bookstore of simple chapter books are kept within KS2 classrooms for children to choose their reading from.

Equal Opportunities

We acknowledge and value the variety of different experiences, interests, social and cultural backgrounds of children, using such differences constructively to raise confidence and self-esteem.

We provide appropriate learning opportunities for children from all social backgrounds, ethnic groups and those that are disabled. We embrace inclusion.

Home / School

Every child is encouraged to bring their book-bag to school every day, and to take it home at the end of the school day. Children are encouraged to share books with their parents / carers as a regular part of work at home (see Homework policy).

KS1 children have a Reading Record book in which teachers / parents record in. In KS2, children are encouraged to record their reading in these themselves.

All children are expected to read regularly at home. For children who are unable to do this, extra support is put in place in school, however, teachers will discuss with parents any issues/concerns to help support reading at home.

Monitoring

It is the role of the English subject leader/Reading lead, to monitor the teaching and learning of reading, to keep data relating to this monitoring and to report to the Head-teacher. The results of this monitoring are used to plan future actions on the subject action plan for English.

Appendix 1 Our school Book Bands for additional book choices as well as the RWI banded book (these have been broken down even further)

Set 0	Picture books
Set 1	Sound blending books
Set 2 (Ditty)	m, a,s,d,t,l,n,p,g
Set 3 (Red)	m, a,s,d,t,l,n,p,go,c,k,u,b,f,e,l,h,
Set 4 (Green)	m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,q,x,
Set 5 (Purple)	as above sh , ch , th nk , ng
Set 6 (Pink)	ay, ee, igh, ow ,oo/oo
Set 7 (Orange)	ar, or ,air , ir
Set 8 (Yellow)	ou oy , ire, ear, ure
Set 9 (Blue)	a-e, ea, i-e, u-e,e-e, o-e
Set 10 (Grey)	aw, are , ur, ow , oi , ai, oa , ew, er
Set 11 (Grey)	ore , ue, ae, ie
Set 12 (Grey)	a-e, i-e, u-e, e-e, o-e, ore , ire ure , air More frequently in larger amounts of text
Set 13	Fluency A
	Fluency B
	Fluency C
	Fluency D