

# Reading Policy

## Birchwood Junior School



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## 1. Introduction

At Birchwood Junior School, we are constantly striving to improve the inclusive provision for our children to ensure that each individual meets their potential and achieves at school. To this end, the information contained within this policy will be regularly reviewed and updated as necessary.

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of new word reading and meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

## 2.A. Aims

Our aims are based on our core values and ethos:

*'Inspire **everyone**, every day, to **grow** and **succeed**'*



'Inspire Everyone, Every Day, To Grow And Succeed'



- Community
- Resilience
- Respect
- Compassion
- Positivity

Our aims and objectives are designed to ensure that the school meets the needs of all, taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstance. It is important that in our school, we meet the diverse needs of all pupils to ensure inclusion for all and that pupils are prepared for full participation in our multi-ethnic society.

## 2.B. Objectives

Our objectives are to ensure that:

- All children have access to a broad, balanced and differentiated reading curriculum and out of school reading activities
- All children who may have special educational needs and/or additional needs are identified and provided for as early as possible and reading interventions suitably matched
- We reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- We develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers
- We develop reading strategies and skills, accuracy, fluency, understanding and response to texts
- We develop the ability to use and manipulate a variety of texts, both fiction and non-fiction
- We develop children's experiences through a variety of texts including the use of libraries, ICT and other available media

## 3. Phonics

As a junior school, the majority of our children begin their school life at Birchwood with a good understanding of phonetic sound reading and have passed the phonics screen. However, there are some children who begin at Birchwood in Year 3 and are identified as needing extra phonics. Children are identified by the SENDco who works across the federation and already has existing knowledge of the children's prior ability through their role as a Federation SENDco. The Local Authority Specialist Teaching Team will be commissioned to complete assessments of those children identified with additional needs.

Children are rescreened in September to provide a current baseline to enable our staff to plan relevant intervention following the 'No Nonsense Phonics' programme. Twenty minute phonics lessons are to be planned and delivered daily to those children requiring additional support. In addition to this, a greater emphasis will be placed on sight vocabulary to enable children to access age appropriate text. A phonics book will be used to record evidence of learning and children will be rescreened in January. Phonics lessons will continue for individual children until they are able to access class reading material and spellings.

## 4. Reading Skills

All children will have the opportunity to take part in a shared pre-reading experience with the whole class reading an age appropriate text which will occur at least once per week. During this activity, adults will model themselves as readers, demonstrating strategies of how to approach unfamiliar vocabulary.

Children should be facilitated with the opportunity to experiment with taught reading strategies using ambitious vocabulary. Unless they have been identified by the SENDco, all children will take part in the application of skills learning with differentiated support.

All guided reading sessions will have an objective (WALT) linked to year group expectations and following the reading provision map.

Where a guided reading task involves the children producing a written or drawn piece of work, this should be recorded in the reading skills books with skills based WALTs. All work in books is to be marked as per the school's marking policy.

Reading skills must be taught a minimum of 2 teaching hours per week.

## 5. Shared Reading

This takes place during English lessons in the form of novel studies and often forms the basis of further literacy work. This includes books or texts displayed on the Interactive White Board as well as copies available for the children to refer to. During this time, specific reading skills or features of differing genre will be taught. This is an opportunity to discuss the use of language, widen the children's vocabulary and develop their levels of comprehension. Higher order reading skills and reading comprehension are explicitly taught through planned lessons based on good quality literature.

## **6. Individual Reading**

Every child will have at least one individual reading book either from the schools reading scheme or the school library free reader books. Children will change their own books whenever they need to, when the book is completed or because they have tried the book and are not enjoying it and would like to change genre.

Highlighted daily readers (children assessed at PKS) will read every day with an adult/volunteer in school and an emphasis will be placed on high frequency sight words for these children.

Regular readers will read for enjoyment at least 3 times per week with a bagel and a book of their choice.

Each Wednesday, the whole school participates in a speed reading challenge where children are presented with an age appropriate text and are encouraged to apply their strategies to read as much of the text possible in a given time to promote skills and fluency.

Children are encouraged to keep their own record of the books they read. They are expected to make a short comment upon a book once it has been finished using the library system or, in their reading record.

There are opportunities planned for children to read aloud to a variety of audiences through assemblies to parents, whole school and celebration assemblies. Furthermore, there are planned opportunities for children to read aloud and perform during English lessons.

## **7. Expectations of Parents**

Parents are expected to listen to their child read and ask questions about the book to check comprehension, making comments in the reading record. Suggested questions can be found in the back of books for younger readers, on the website and in the reading record which is taken home each day.

Parents are expected to listen to their children read and discuss the text as homework, making comments in the reading record. Whilst it is not expected that parents will hear their child read every day, frequent involvement in the process is still important. Discussions about the books read and understanding of issues covered help to improve reading skills. Parents are encouraged to sign the reading record as frequently as they read. Children are rewarded for reading at home through our whole school reading challenge.

Children are encouraged to take part in the school's reading challenge which sees incentives for reaching milestones in terms of reading frequency at home. For each milestone reached, the child will receive a stamp for their loyalty card. Once a child has collected all 6 stamps, they can swap their loyalty card for a raffle ticket to be drawn termly. Prizes involve cinema tickets, free books and many other incentives which can be enjoyed by the parents and children together.

## **8. Library**

The School Library contains a variety of banded reading books as well as fiction and non-fiction books.

All children are entitled to borrow Library Books.

There will be the opportunity to change library books once per week.

Library books and free readers all contain a bar code and books must be scanned out using this system.

Children must review at least one book per term using the online library system.

## **9. The Role of the Teaching Assistants**

Teaching Assistants are expected to take an active role in supporting children with their reading as directed by the Class Teacher. This can include working with groups of children during the English lesson, leading guided reading groups or hearing individual children read.

Higher Level Teaching assistants can also run intervention reading programmes such as daily reading, high frequency words and phonics in Year 3.

## **10. The Role of Volunteers**

The school encourages people who have some time to come into school to hear readers. The volunteer will be allocated to a class teacher who will then select children who would benefit from the extra reading to an adult.

The class teacher is responsible for ensuring that the volunteer has the support needed to help them carry out the role effectively.

The teaching of reading is greatly helped if there is strong communication and support from parents.

## **11. Assessment**

Children are assessed in line with the school's Assessment Policy using a variety of strategies including the Single Word Reading Test, PiRA Rising Stars and teacher assessment.

Children are assessed by the teachers against the school's bespoke assessment grid which is then regularly used to support planning.

Children are also assessed at the end of each Term (December, March and July) using the rising stars PiRA papers. These assessment points are then reviewed and each component of reading (comprehension, inference, vocabulary) is analysed by SLT to inform a whole school picture of reading.

Their reading ages are also checked termly to assess progress over time.

Year 6 Children are assessed using Government Standardised Reading Assessments (SATs)

Additionally, class teachers share data from all assessments in /Dec/March/July with senior leaders in Pupil Progress meetings on a termly basis. Next steps and decisions are considered and intervention strategies are put into place to address any underachievement.

## **12. SEND and Equal Opportunities**

Those children who, as a result of assessment or normal classroom activities, are identified as needing extra support will be monitored closely by the Class Teacher and the SENCO. Strategies and interventions will be discussed and reviewed during pupil progress meetings. The Rose Review (Simple View of Reading) will be an essential feature to determine causes of barriers and how best to support the children in improving reading.

Specific interventions will be put in place to support those children. A differentiated, phonics based, structured reading scheme will be implemented in Year 3. Other intensive programmes may be used if the need arises. Parents will always be informed and involved.

## **13. EAL**

Children who have English as an additional language, e.g. who speak Polish, will have tailored support from the school and Local Authority, to help develop their early mastery of English. Dual language books and resources are available in the school library if required.

## **14. Displays**

There are opportunities for pupils to experience print around them through classroom notices, labels and signs. These should be discussed with the children and should take a variety of forms such as single words, joined up font, phrases and complete sentences. Reading displays should be engaging and include strategies children can refer to as part of classroom practice.

All classrooms have a class library of books which must be well organised and easily accessible within an attractive reading area.

All adults must be good role models for children in modelling both reading aloud and silent reading.