

# *Reading Policy*

## *Burnside Primary School*

*Be Safe Be Smart Be Kind*

## **Introduction**

At Burnside we aim to make all of our pupils fluent readers. We use a variety of teaching strategies so that our pupils achieve the skills required to be confident readers as well as develop a life-long love of literature. A range of poetry, fiction and non-fiction texts are available to the children and the notion of everyone is a reader is promoted across the school.

## **Aims**

We aim to enable all pupils to read confidently, fluently, accurately and with good understanding. We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.

## **Reading for Pleasure**

Reading for pleasure is at the heart of our reading policy. Throughout the year, events are planned to promote reading in the school community. These events include author dress up days, activities linked to World Book Day, author workshops, book fairs and other planned initiatives throughout the year to celebrate and promote the love of reading. Prizes and awards are given out to celebrate reading achievements.

## **Teaching of Early Reading**

### **Nursery**

In Nursery, children have regular shared story time throughout the school day. A lending library is set up, in which children are encouraged to take books home.

### **Read Write Inc. Phonics**

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. The programme is for:

- Pupils in Reception to Year 2 who are learning to read and write
- Any pupils in key stage two who need to catch up rapidly

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

Children are taught letter sounds and graphemes in sets.

Set 1 speed sounds

m a s d t i n p g o c k u b f e l h r j v y w z x

Sounds written with two letters (taught as special friends)

sh th ch qu ng nk ck

Set 2 speed sounds

ay ee igh ow(as in blow) oo(as in zoo) oo(as in foot) ar or air ir ou(as in out) oy

Set 3 speed sounds

ea (as in tea) oi (as in spoil) a-e (as in cake) i-e (as in smile)

o-e (as in home) u-e (as in huge) aw (as in yawn) are (as in care) ur (as in nurse) er (as in letter)

ow (as in brown) ai (as in snail) oa (as in goat) ew (as in chew) ire (as in fire) ear (as in hear)

ure (as in pure)

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed. In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

### **Book bag books for home reading**

In the early stages of reading, children are given a levelled Read Write Inc. book, aimed at practising the letter sounds learnt during phonics lessons.

Each teacher is expected to have a system established in class for the changing and monitoring of reading books.

The children take home a reading book every day and are expected to bring them into school each day. Once a child has read their allocated reading book an adult from home needs to sign the child's reading record to confirm that the book has been read. We encourage children to re-read the same

book several times to build fluency and comprehension. Books will be changed when children are ready to progress on to the next book, in line with phonics teaching in school.

### **Reading Levels**

Read Write Inc. story books and book bag books are levelled by colour and children progress through the colours as they learn new sounds in phonics. (See Read Write Inc. overview for more information regarding levels.) The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the RWI phonics programme.

### **Free Readers**

Once children complete Read Write Inc phonics they become free readers and have access to a range of fiction and non-fiction texts to freely choose as their reading book to take home. Teachers monitor children's selection and ensure books are appropriately challenging for individuals. The children change their books when they are ready for their next book. This is closely monitored by the class teacher.

### **Reading Plus**

Children in Key Stage Two use Reading Plus (online reading programme) to improve reading efficiency. When children can read efficiently it frees up mental energy to further comprehend and gain enjoyment from reading. Reading Plus supports pupils to become curious, confident, lifelong readers. It accelerates each child's reading achievement through personalised instruction and intervention. It teaches silent reading fluency, comprehension and vocabulary with software that meets each child's individual reading level. Weekly assignments are set with personalised instructions for pupils, these include visual skills development for eye-tracking, reading tasks for comprehension and fluency, and vocabulary tasks.

### **Centre of Literacy in Primary Education - Power of Reading**

We use an accredited resource from the CLPE – Centre of Literacy for Primary Education to support our teaching of reading through the Power of Reading programme. Creative teaching sequences enhance our teacher's planning and ensure links are made throughout the curriculum where possible.

### **Parental Involvement**

Parents are expected to share books with their children and hear them read regularly at home. They are expected to comment and sign the reading record when their child has read. Information on reading is given to parents throughout the year. Parents are invited into school to learn more about how to support their children to learn to read.

### **Whole Class Story Time**

At Burnside, regular whole class shared story time takes place in every class. During these sessions, the adult models how to be a good reader. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing children's vocabulary. These sessions take place at various times and in various locations around the school.

### **Reading Areas in the Classroom**

Each class in Early Years and Key Stage One is expected to have a reading area for children to access throughout the day. The area should be a stimulating and attractive environment which contains a range of reading material. This **may** include the following:

- non fiction books linked to the class topic
- newspapers, comics and magazines
- Books/writing produced by the children
- Big Books
- Books which link to the genre being covered in literacy
- Picture books
- Story telling props
- Recommended reads – recommendations to be made by teachers, teaching assistants and pupils.

Books should be easily accessible. Book cases/shelves/boxes should not be overfilled and reading materials should be rotated throughout the year. Children should be actively involved in the management and upkeep of the reading area.

In Key Stage Two classrooms, where there is limited space, the reading area may consist of a book case or stand with the above organised in a clear and engaging way.

### **Assessment and Monitoring of Progress**

Read Write Inc. phonics assessments are completed half termly to monitor progress in early reading. Children who are not making expected progress are highlighted for additional phonics and reading intervention. At the start of the academic year, teachers use data from the previous class teacher to devise a reading priority list. Children who are working within the bottom 20% for reading will read with an adult more regularly throughout the week (aiming to narrow the gap). Regular assessments are taken from Reading Plus software to monitor children's independent reading, including their comprehension skills. Standardised tests are used with KS2 children to monitor attainment in reading.

### **Lending Library**

Every week, each child who is not yet a free reader (already choosing their own book for home), will have the opportunity to visit the school library to select either a fiction, poetry or non-fiction book. They can share this book at home with an adult, in addition to the levelled reading book allocated to them by the class teacher. The children will be given the opportunity to change their lending library books weekly.

### **Reading Leaders**

Reading leaders are selected from each class in Y2-Y6. They will collect wish lists and support the subject leader in ordering new books of interest, to promote reading for pleasure. They will be responsible for monitoring the tidiness of reading areas around school, including free reader bookshelves and the lending library. They will lead reading activities at break times in the outdoor reading cabin. They will support with organising book fairs and other whole school initiatives to further promote reading across school.

### **Teachers as Readers**

The English subject leader will provide staff with updates on recommended reads for children. Teachers and teaching assistants are expected to regularly recommend books and to share a passion for reading with the children.

### **The Care of Books**

All staff ensure children treat books with care and respect. All teaching staff are to monitor the condition of books.

*Policy Written by: R. Turnbull*

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