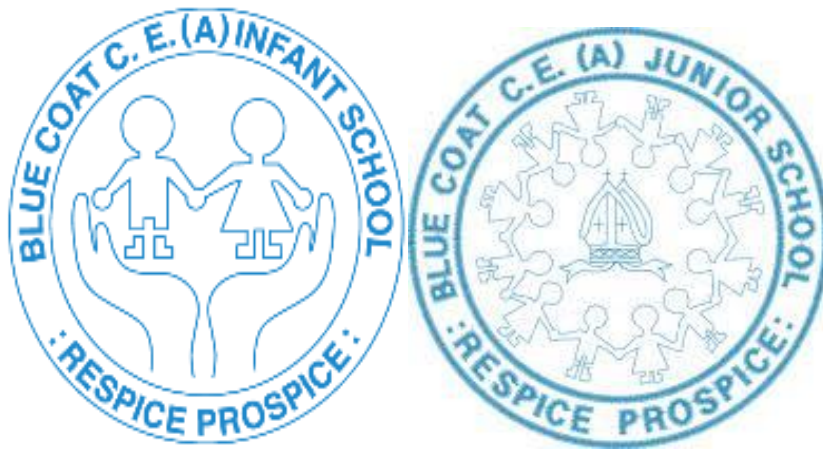


'Love God, Love others' and 'let your light shine'

The Blue Coat CE Infant and Junior Schools' Federation

Reading Policy



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Blue Coat Infant and Junior Schools' Federation

Reading Policy

At Blue Coat Infant and Junior Schools, we believe that the ability to read is an essential life skill. Reading plays a vital role in providing us with the ability to understand, interpret and communicate. It contributes hugely to pupils' well-being, self-esteem and social inclusion.

Intent

Aims:

As a school, we aim for all pupils to:

- Develop excellent phonic knowledge and skills.
- Become confident, fluent readers, showing a range of strategies to self-monitor and correct.
- Read aloud with appropriate expression and intonation.
- Understand a range of books, including non-fiction texts, throughout the curriculum.
- Be confident reading different text types in a range of formats.
- Demonstrate a thorough understanding of what they have read.
- Establish use of rich and varied vocabulary.
- Be motivated to read for both study and pleasure.
- Cultivate their powers of imagination and invention, inspired by the books they read.
- Love reading a wide range of literature and carry this interest with them through life.

To achieve these aims, we will:

- Provide a structured and systematic approach to the learning and teaching of phonics.
- Ensure pupils' phonic knowledge supports their acquisition of reading and writing skills, including correct letter formation.
- Develop pupils' comprehension and understanding of a range of texts, ensuring that reading experiences and resources are drawn from English literary heritage and a range of other cultures.
- Familiarise pupils with a range of authors and writing styles, enabling them to draw comparisons and justify preferences.
- Monitor reading progress and levels of attainment closely.
- Quickly identify pupils who require additional support and intervene as early as possible.
- Create a rich reading and language environment within the classroom and throughout the school.

Implementation

Phonics

Phonics consists of recognising the alphabetic code, teaching the skills of segmenting and blending and understanding how this is used in reading and spelling. Pupils are taught to read by sounding out a word and blending the sounds back together to read it. They are taught to spell by hearing the sounds in a word and writing them down to spell the word correctly. During phonics lessons, the use of simple mnemonics help pupils to learn new sounds quickly and they have the opportunity to frequently practise reading high frequency words with irregular spellings (otherwise known as common exception words).

At Blue Coat Infant School, phonics is taught:

- Monday – Thursday in Nursery (5 minute sessions in the Autumn term; 10 minute sessions in the Spring term; 15 minute sessions in the Summer term)
- Daily in Reception (40 minute sessions)
- Daily in Year 1 (30 minute sessions)
- Daily in Year 2 (30 minute sessions) until pupils have completed the chosen phonics programme. Once they have completed this, pupils' phonics knowledge is reinforced through the use of a follow on spelling programme.

In addition, spelling is taught explicitly from Reception. Pupils are tested on spellings weekly in Year 1 and Year 2. Following implementation in Year 2, the Read Write Inc. Spelling programme continues to be used in Years 3 - 6. This ensures that pupils' phonics knowledge is reinforced and built upon as they progress through the schools.

The systematic teaching of phonics is facilitated by the use of Read Write Inc. Phonics. This programme enables pupils to:

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

For phonics lessons, pupils are grouped homogeneously according to their progress in reading. This means that they are reading at an appropriate decoding level every day, that they experience success and gain confidence as readers. Furthermore, homogeneous grouping ensures that teaching is focussed and that pupils learn to read quickly. Assessment data is used to inform grouping. Pupils are moved to another group if they are progressing faster than their peers and those who appear to struggle are prioritised for intervention. Intervention is generally provided by teaching assistants and an academic mentor at other times of the day. Pupils at the Junior School, who have not completed the phonics programme or require additional support with phonics, continue to receive targeted intervention.

The Read Write Inc. Phonics programme is supported by detailed lesson plans. These provide reading teachers with practical day-to-day guidance that can then be adapted to meet the needs of individuals and groups. Every activity has a clear purpose.

All Infant School teachers and teaching assistants are trained to teach phonics, as well as those who deliver phonics intervention at the Junior School. Staff are well utilised to ensure that groups are as small as possible to maximise personalised learning. In-school training

and INSET is provided to ensure that up-to-date practice is routinely and consistently used. Further support is provided by a Read Write Inc. consultant on scheduled development days.

Home readers

At the Infant School, all pupils read phonics books that are closely matched to their increasing phonetic knowledge and the common exception words they have learnt. Once pupils progress onto reading phonics books, these are sent home weekly to enable them to further practise reading the phonemes they have been taught. Appropriate word-time work is also sent home with pupils, where appropriate.

In addition, pupils from Reception to Year 6 all take home a book banded home reader each day. At the Infant School, these are stored and organised for easy access within classrooms whilst at the Junior School they are stored in centrally located cupboards. Pupils can choose from an extensive range of texts, both fiction and non-fiction, that are banded according to their level of difficulty. They have the opportunity to swap their book as soon as they have finished it, meaning that they always have something new to read. At the Infant School, each pupil is allocated a book band that corresponds with the level that they are reading at in their phonics group whilst at the Junior School DIBELS reading assessments are used to help with the allocation of a book band. As pupils' reading skills develop, they progress through the different book bands. In Nursery, pupils are able to take home a range of books, both fiction and non-fiction, for their families to share with them. Parents are also provided with a suggestion sheet that gives ideas about how to share the book over the course of a week.

Individual reading

At the Infant School, all pupils have the opportunity to read daily in their phonics lesson. Additionally, all pupils are heard to read their home reader at least once per week. A number of factors determine the number of additional times that a pupil reads, including ability and whether the pupil is disadvantaged, ensuring that the approach is equitable and that the lowest 20% are heard to read more frequently. Questioning techniques and sentence stems have been shared with teaching assistants to ensure that there is a consistent approach to hearing pupils read.

When a pupil is heard to read in school, this is recorded in their planner. In addition, sounds and vocabulary are often written down for pupils to practise further at home. Parents are encouraged to hear their child read regularly and record this in their planner. Class teachers and teaching assistants communicate with families who are not reading regularly at home to encourage them and support with this, either through a note in the pupil's planner or in person. Infant School parents are also provided with a reading at home booklet at parents' evening. This provides advice on reading together at home alongside an explanation of home readers and suggested authors for each year group.

Whole class reading

In Year 2, pupils begin to participate in whole class reading. Sessions take place three times a week, with each one lasting for 30 minutes. Whole class reading follows many of the principles of guided reading, but is accessed by the whole class using a text that challenges and is read over the course of several weeks. Texts are selected from suggested year group

titles and are often taken from Pie Corbett's reading spine. The first whole class text used in Year 2 is a picture book that is easily accessible to pupils. This helps to introduce the concept of whole class reading and the reading skills that pupils will be using. Longer chapter books, which increase in difficulty, follow on from this. Whole class reading continues to take place in Years 3 - 6. Lessons are timetabled daily and last for 30 minutes. An overview of whole class texts ensures that different genres and writing styles are explored in each year group.

Pupils are supported in reading and understanding each text as they are selected to challenge and extend their reading skills. The text is read in a variety of different ways (for example independent reading, peer reading, teacher reading, whole class reading), with a clear reading focus for each lesson. Alongside reading a section of the text, pupils generally complete differentiated written activities linked to the skills being explored.

Each lesson, at least one of the following reading skills is identified and taught:

Decode

Explain

Retrieve

Interpret

Choice

These reading skills are also taught in other areas of the curriculum.

Reading in English lessons

In addition to phonics and whole class reading sessions, reading skills are also taught in Key Stage 1 and Key Stage 2 English lessons. Writing units are often based around a high quality text that gets explored in class. By following the Talk for Writing approach, pupils are encouraged to 'read as a reader' when exploring the model text. This encourages them to develop their comprehension skills and explain their understanding. In addition, pupils are asked to read around a model text to find ideas to magpie for their writing. They do this by reading further examples of the text type. This helps them to identify alternative ways to organise a text and interesting vocabulary choices. In Reception, the EYFS curriculum is supported with the use of a range of high quality texts linked to the topics being taught.

SEND provision

The use of homogenous grouping for phonics at the Infant School means that SEND pupils work within a reading group that is well matched to their ability. Groups for lower attaining pupils are often smaller, meaning that these pupils receive greater levels of support. Pupils within the Infant School's nurture provision are taught phonics on a one-to-one basis daily, which is tailored to their needs and ability. Fourth teaching groups at the Junior School mean that SEND pupils often work within a smaller teaching group and receive additional support. SEND pupils all have a support plan, which outlines personalised targets to work on. TAs support SEND pupils in achieving these targets, often through targeted intervention.

Developing a love of reading

At the Infant School, story time is timetabled daily as a means of sharing books together and encouraging a love of reading. Reception, Year 1 and Year 2 have six author boxes within their year groups that are rotated on a half-termly basis. Each box contains a range of books written by the same author alongside an author biography and question stems. These authors have been specifically chosen to be age appropriate and to help to familiarise pupils with a range of different authors. Books from the author boxes are often shared during story time, allowing pupils to compare writing styles and begin to indicate their preferences. An opportunity for independent reading is also timetabled daily at the Junior School.

In addition, each Science, History and Geography topic is supported by a box of topic based books. These texts are a mixture of fiction and non-fiction and have been selected to further pupils' understanding of the topic. Three boxes are available for each year group for each topic, meaning pupils always have access to books that will support their learning. Books from these topic boxes are often shared during story time, as well as being used to specifically support teaching in topic lessons where pupils are sometimes given the opportunity to explore extracts or whole texts independently.

Each classroom has a book corner or area that contains a wide selection of fiction and non-fiction books. In addition, the two school libraries also house a range of books.

World Book Day is celebrated annually and is used to promote a love of reading. Once a year, a book fair also visits both schools. This enables pupils to explore stories from different cultures and provides them with the opportunity to buy books to read at home.

Impact

Assessment of phonics

At the Infant School, all pupils following Read Write Inc. Phonics are assessed using an entry assessment. This data is used to assign pupils to Read Write Inc. Phonics groups. Further assessments then take place half-termly. This gives a very good indication of how well pupils are making progress relative to their starting points. An assessment is administered whenever a new pupil starts so all pupils can be tracked effectively. Pupils who are not making the required progress in phonics are identified as soon as possible and relevant intervention is then put in place for them. In Year 1, all pupils are assessed using a phonics screening check in June. Where pupils do not pass the check, they re-take it again in Year 2. By the end of Key Stage 1, all pupils should be able to read age-appropriate texts with sufficient speed for comprehension. This prepares them well for transition into Key Stage 2 and ensures that they have good decoding skills that they can use whenever they encounter unfamiliar words.

Assessment of reading

From Year 2, pupils complete the DIBELS reading assessments. These indicate each pupil's reading accuracy and automaticity (the number of words that they read per minute). These scores can be compared to age-related expectations and provide further indication of pupils who may require additional intervention.

Pupils from Reception - Year 6 undertake PiRA reading assessments. These are standardised, curriculum-linked tests designed for whole-class use. Tests take place termly and are used to help support with teacher assessments, to track progress and to inform interventions.

At the end of Reception, pupils are awarded a teacher assessment in relation to the Early Learning Goals. At the end of Key Stage 1, pupils take part in Statutory Assessments in Reading (SATs). These results are supported by a teacher assessment in reading that is made against National Curriculum expectations. Further Statutory Assessments in Reading (SATs) are administered at the end of Year 6. These judgements indicate each pupil's proficiency at reading.

Parents' evenings and end-of-year reports are used to inform parents of pupils' attainment and progress in relation to national expectations and provide suggestions of ways that parents can further support with reading at home.