



Bassingbourn Community Primary School

Reading Policy 2020

This policy was ratified on: June 2020

Implemented on: June 2020

Review date: June 2022

Signed by the Headteacher: _____

Signed by the Chair of Governors _____

Intent

At Bassingbourn Community Primary School, our intent in reading is:

- To ensure every pupil is taught to read, regardless of their background, needs or abilities.
- To provide a structured approach to the teaching of phonics and further reading skills, which exceeds the expectations of the English national curriculum and early learning goals.
- To provide a range of high quality texts across a broad range of genres to expose children to a breadth of writing to inspire and promote their engagement in literature and their own writing.
- To have clear expectations and monitoring of pupils' progress in both phonics and reading comprehension skills.
- To have a clear phonics programme and planning structure which aligns with these expectations.
- To develop a love of reading and begin to appreciate the authorial skill in crafting words (having experienced aural and written texts).
- To have a sequence of reading books which demonstrate a cumulative progression in phonics knowledge matched closely to our phonics programme in Key Stage 1, and that demonstrate a clear progression in reading skills and complexity of text for Key Stage 2, and more able Key Stage 1, pupils.

Our ambition is that every child will leave our school able to read and with the skills required to interpret and work with a range of texts. We aim to create a love of reading in all pupils, regardless of their background, needs, interests or abilities.

Implementation

Reading is taught in a structured progressive way across the school, using age-appropriate content and methods. We follow the National Curriculum and ensure objectives from this are met within English lessons.

This progressive approach is met in the following ways:

1. Phonics

Phonics is taught explicitly in EYFS and Year 1 through daily lessons. We follow Letters and Sounds to give structure to our teaching of phonics. We then use the Flying With Phonics scheme resources in reception, to ensure quality, engaging activities and active teaching techniques. We use Phonics Play and Education City to reinforce learning across KS1. In Year 2, phonics teaching progresses to being taught through 'No Nonsense' Spelling lessons three times a week. Those children who have not reached the required standard in the Year 1 phonics screening also receive further phonics lessons in order to give them the best chance of passing it in Year 2.

Pupils who require further phonic support on reaching KS2 work in intervention groups and one-to-one with teaching assistants to consolidate their learning and phonic knowledge. They also have access to other strategies for reading, such as precision teaching, where phonics are not providing the way into reading that they need.

2. EYFS and KS1 reading

In EYFS and KS1 classes, children work in small guided reading groups weekly. They share phonically decodable books at their reading level with an adult. Within these groups, children are taught decoding skills and learn how to apply their phonics work when reading extended texts. They discuss the texts, answer questions and develop their comprehension skills. They progress to completing written follow up activities about the texts in Year 2. We use DERIC (Decode, Explain, Retrieve, Interpret, Choice) objectives to ensure progression through the year groups.

Each child has a phonically decodable book and a book-banded reading book, which they take home and are expected to read with an adult. They have reading records for parents/carers to complete. They are also listened to as often as possible by adults in school, both staff and parent helpers. More able readers can be moved onto the 'Accelerated Reader' scheme in order to provide further challenge. In Reception the children also work through a series of rainbow word cards to improve sight reading of tricky/ high frequency words to help them progress in their reading. These can also be used with particular children higher up in the school who have struggled to acquire the knowledge they need in Reception.

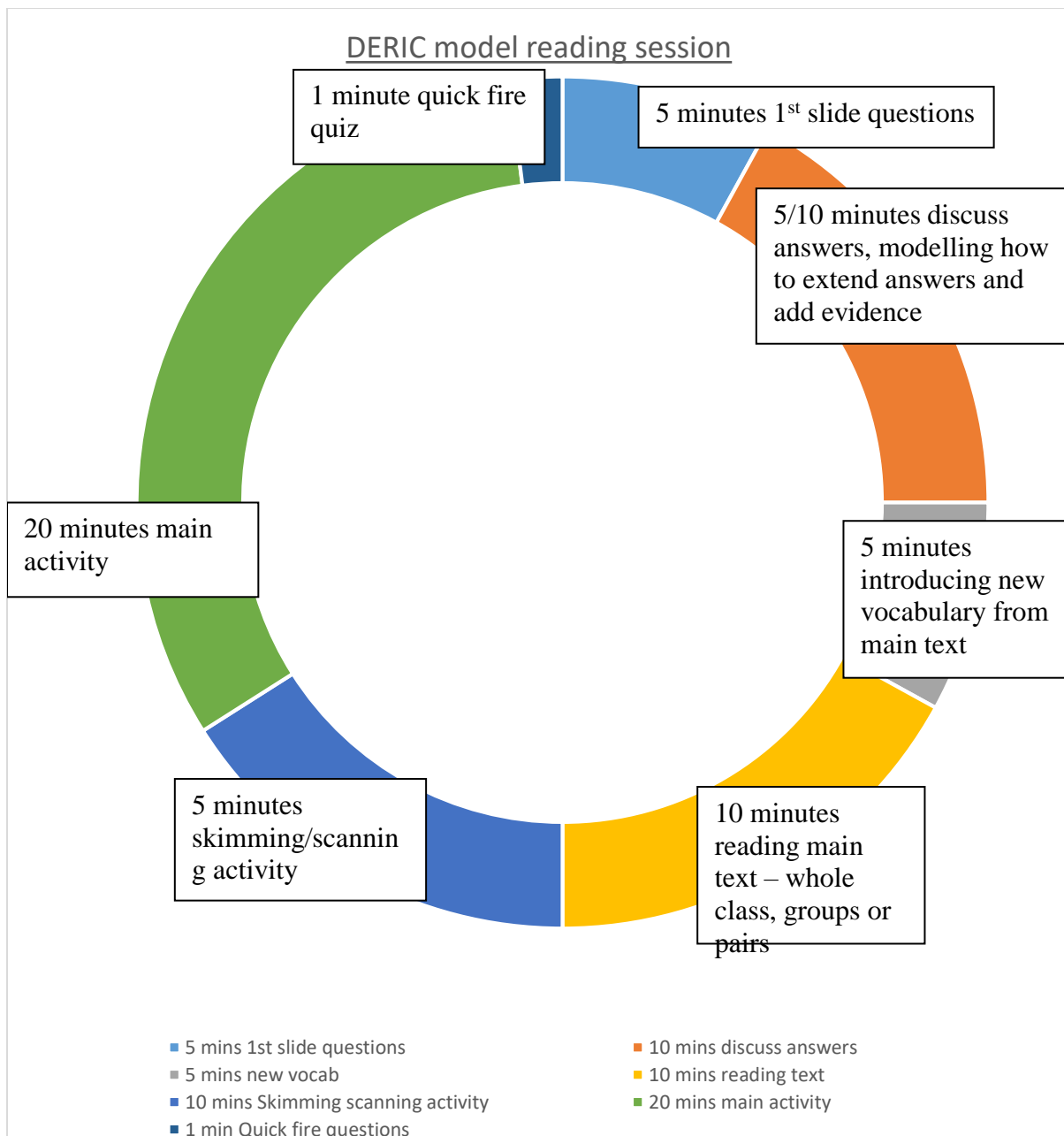
Within KS1, each class uses DERIC slides to further promote and develop skills and discussion around texts. These are used for around 5 minutes at least 3 times a week and focus on DERIC skills. These skills are also explicitly planned for and taught within curriculum English lessons.

Teachers read an agreed range of stories, non-fiction texts, plays and poetry to classes regularly in order to give pupils access to a wide range of rich texts above their own reading level.

KS2 reading

In KS2 pupils take part in whole class guided reading lessons once a week for an hour. Teachers use DERIC (Decode, Explain, Retrieve, Interpret and Choice) objectives to focus on in their lessons and use a formal structure to the lesson to ensure continuity and progression across the key stage (see attached diagram). The basic structure is:

- Quick fire questions to encourage fast interpretation and retrieval of visual texts.
- Time to discuss answers and develop answers verbally.
- Explicit teaching of new vocabulary.
- Reading of the text as a class.
- Speed skimming/scanning activity, often linked to grammar aspects of the curriculum.
- Main activity to develop comprehension and interpretation skills.
- Quick fire questions to assess key understanding.



Within these lessons, teachers will work with individuals or small groups who need further support. Guided intervention groups also occur at other times with those children who need more focused teaching.

DERIC skills and National Curriculum objectives are both also explicitly planned for and taught within curriculum English lessons.

Almost all KS2 pupils use the 'Accelerated Reader' programme for choosing reading books and ensuring progression. This is introduced to children in Year 3 when they are at a suitable level. All books in the KS2 library have accelerated reader banding. The books are awarded both difficulty and maturity levels, so that children can be guided to read books that are appropriate to both their reading ability and their chronological age. Children sit a Star Reader test at the start of each term to establish what range of levels they should be

reading. Once they have finished a book, they have to complete the associated online quiz either at home or at school to ensure comprehension of the text. Class teachers monitor their class's progress and understanding using this system. Children also work towards reward certificates, the conditions for which are pre-determined by Accelerated Reader. Pupils have individual reading records for recording both what they have read and their responses to the texts. As they progress through KS2, they are encouraged to take ownership of these and write more frequent and detailed responses to their reading. The children are given bookmarks that scaffold their comments and understanding of what they have read.

For pupils with visual stress difficulties, we have a range of 'dyslexia-friendly' books which have fonts and tinted pages to help them access the text more easily. These are available to pupils who require them and are also levelled using accelerated reader, enabling them to follow the same programme as their peers. These books may also have high interest levels but low ability levels to ensure that older children are not reading books that are too young for their level of maturity.

Agreed whole class texts are used to develop pupils' understanding of longer novels and provide access to high quality extended pieces of literature for pupils working below the expected level of reading for their chronological age.

Selection of books

We aim to develop a diverse selection of books, which reflect not only families from our local community, including military families, but also those from multi-ethnic cultures and people from a diverse range of backgrounds.

Key vocabulary

Across all curriculum subjects, progressive, Tier 3 key vocabulary is explicitly taught for each topic, in order to broaden children's range of language. Electronic and physical texts are used within all topics and children are expected to apply their reading skills across the curriculum.

In 2018 we began teaching vocabulary overtly in EYFS, so as to ensure children meet rich and wide-ranging Tier 2 language. From Autumn 2019 we have begun to use Mrs Wordsmith resources across the school to enable access for pupils to new and interesting words.

Enrichment

It is important that reading is enjoyable for children and that they see reading as part of their daily life. Enjoyment of reading and texts is encouraged in all classes in the school and across the school year.

In order to develop a love of reading, all classes have attractive book corners or book shelves with a range of quality age-appropriate texts. These are available for the children to access at appropriate times in the day to encourage them to read for pleasure and to share texts with other pupils. Topic related books are also made readily available so pupils can further their understanding of other curriculum areas.

Other events across the year also promote reading. These often include book week, the celebration of World Book Day, participation and rewards for completing the Summer Reading Challenge, book fairs and author visits. In addition, able pupils are encouraged to take part in competitions on behalf of the school.

The role of parents/carers

We expect pupils in every year group to be reading regularly at home. In the younger years they should be reading daily to an adult, who would then sign their reading record to say they have read and make a short comment. In addition to their reading books, which are matched closely to their reading ability, they may also have a library book to share with adults at home. In EYFS, and for some pupils further up the school, they will have key sight vocabulary to practise regularly at home. As pupils progress through Key Stage 2, the responsibility passes more to the children to be filling in their reading record and making comments on what they have read. However, it is still expected that adults at home will sign the reading record in order to indicate that they are monitoring their child's reading.

Impact

We monitor the impact of our reading teaching through a range of measures.

Formal testing

As well as National testing in the form of the Phonics screening check and end of Key Stage SATs, we assess pupils from Year 1 onwards using NFER test resources. The results of these are stored centrally and analysed by the subject lead and leadership team in order to identify areas of the curriculum that need further work, and individual pupils who may need additional support. Training for teachers and interventions for pupils are then put in where needed. Class teachers record reading assessments for their children on the Classroom Monitor online system, which is also monitored by the reading lead and leadership team.

Phonics

EYFS and KS1 pupils are assessed termly to monitor their phonics progress. This is monitored by class teachers and the phonics co-ordinator in order to identify and support pupils who are not making sufficient progress. All children continue to learn the next phase of phonics together but some then work in small groups to revisit previous learning to ensure sounds are embedded for decoding.

Lesson monitoring

Reading lessons and guided reading sessions are monitored annually by the reading lead to ensure quality teaching across the school. Feedback is given to individual teachers and further training and support given where needed. Key Stage 2 teachers record genres covered in reading sessions to ensure a broad range of text types are used.

What do we do for pupils who are making below expected progress in Reading?

‘Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than Phonics or Oral language approaches for upper primary and secondary pupils, for both short-term and long-term impact. However, supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.’ Education Endowment Foundation.

At Bassingbourn Primary school we take a coordinated approach to supporting our weaker readers.

In EYFS and Key Stage 1:

We have a member of staff who tracks all pupils in their phonological development from EYFS through to Year 3. Those children who are not making expected progress take part in additional phonic intervention sessions each week. They are expected to remain in the main class phonic teaching sessions so that they are being exposed to the higher phonic phases being taught whilst spending longer on the lower phases to make sure that they fill in any gaps in their learning.

High frequency words are key in helping children develop their reading skills. Children who are struggling to read have extra sessions with support staff learning high frequency words to make sure that they are able to access reading texts.

Children in Year 1 who are still finding it difficult to read are taught by a qualified teacher using the Early Literacy support materials.

The ELS programme is a 16 week programme. There are two additional weeks at the beginning for revision and consolidation of Letters and Sounds: Phase 2 and two additional weeks at the end to introduce Letters and Sounds: Phase 5. The programme is divided into modules to make the focus of each section clear. The structure of each week and the time allocated places an emphasis on phonic teaching and application. The aim of the intervention is to ensure that by the third term of Year 1, children are working on the appropriate objectives and are able to participate fully in whole-class sessions with their peers.

The ELS intervention programme is aimed at children in Year 1 who have already had access to high-quality, systematic teaching of phonics during the Early Years Foundation Stage. They will be secure at Phase 2 of Progression and Pace, but have been identified through Foundation Stage Profile data and ongoing Assessment for Learning as needing the additional support of a small-group setting to address the learning involved in Phases 3 and 4 confidently, and to benefit from additional opportunities to practise and apply the skills they have already been taught. In line with the Primary Framework for literacy, these materials reflect the fact that Year 1 is a significant year, during which most children learn to read fluently and automatically by using phonic knowledge of grapheme–phoneme correspondences (GPCs) and the skills of blending as their prime approach for decoding

unfamiliar words, and thereby: build up a store of words that are instantly recognised and understood on sight; – segment words into their constituent phonemes and understand that spelling is – the reverse of blending phonemes into words for reading.

Children in Year 2 who have had the ELS programme and are still not making expected progress will be assessed by the SENDCO to ensure there are no specific educational needs that need further exploration or an individual education plan.

Children who did not reach the required standard in the Year 1 phonics screening continue to have small group phonics teaching each week in order to prepare them to retake the screening at the end of Year 2. Children who are identified as not making expected progress with their reading in Year 2 are heard read individually on a daily basis by teachers, TAs or volunteers. Those who have not gained the sight reading skills in EYFS or Year 1 also have rainbow word cards to practice at home and in school. In addition, children who are not making expected progress in their reading comprehension work in small intervention groups with a teacher or TA on further skills. They will work at least once a week on reading comprehension exercises.

This combination of individual reading, high frequency words and intervention groups to build comprehension skills continues into Key Stage 2.

In Key Stage 2:

All year groups in Key Stage 2 have a 'Priority Reader' list. Children are listened to daily by teachers, support staff or volunteers. In addition, children who are not making expected progress in their reading comprehension, work in small intervention groups with a teacher or Teaching Assistant to build on their DERIC skills. This is a focus on comprehension skills.

In Year 3 and 4, children who are not making expected progress, take part in additional phonic intervention sessions. In addition, High Frequency words are displayed in the classroom, which are key in the development of reading skills. Where children are still struggling with reading, they continue to learn high frequency words and, depending on their diagnostic tests, they may need to continue with Phonics and start working in a small group using Project X materials to broaden their comprehension and reading skills. Project X focusses on phonics and reading comprehension and is delivered by a member of our support staff to small groups of children.

In Years 5 and 6 we use Catch up Literacy to support our less confident readers. Each intervention begins with assessments for learning, which enable the adult to identify an appropriate focus for the individual learner - for Catch Up® Literacy, a book of an appropriate level of difficulty;

Each intervention then comprises two 15-minute individual sessions per week, delivered in most cases by teaching assistants, in which the learner reads from the chosen book and completes some linked writing. Throughout the intervention, the emphasis is on providing effective personalised learning support for the individual learner within a positive, supportive and enabling framework.

How do we unpick and support pupils who have difficulties with Reading?

