

Burton Road Primary School
Reading Policy – May 2023

“I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn’t be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage.” – Roald Dahl

***“There are many little ways to enlarge your child’s world. Love of books is the best of all.”
– Jacqueline Kennedy Onassis***

Overview

Burton Road School has long regarded Reading as a highly important part to the curriculum and maintained a high profile for it. It is the key that opens doors to the rest of the curriculum and beyond. It has been prioritised, from an early age, to teach a well-structured phonics programme, alongside: a love of books, language development, role-play and the talk for writing programme. Reading has always been prioritised as the area for off-track and disadvantaged pupils to make the most gains. Closing the reading gap is what not only leads to gains in other curricular areas but truly changes life chances. As such, the school has a long established record for high attainment in Reading and exceptional progress made. This has included recognition from the DFE with the school being amongst the top performing schools in the country for its’ percentile rank. Consequently, the new Ofsted Framework (2019) has not led to any significant change in the profile and emphasis of this subject however it has led to a more detailed, analytical self-evaluation regarding the questions that we are likely to encounter and breadth of evidence that we will be asked to provide.

“Some books you read, some books you enjoy, but some books just swallow you up – heart and soul!” - Joanne Harris

Promoting a Love of Reading

At Burton Road we want all pupils to develop a love of Reading - to read books for pure enjoyment and pleasure. To enthuse about the content, discuss their favourite books with their peers and recommend their favourite reads. In seeking to establish this we wish to establish a love of literature that is entirely independent of the academic disciplines within the Literacy curriculum. Whilst some of these skills are essential, their intense focus can be counterproductive to the pure enjoyment of enjoyment of reading a good book. When enjoying every day reading for pure pleasure people do not focus upon: fronted adverbials, vocabulary choices or the author’s intent. They simply seek to turn the pages to keep enjoying the story.

In developing this love of reading the school has devised a recommended reading list for all age/year groups, from F1 through to Year 6. Over the past two years the list has grown from twenty books to well over thirty in each year group. Pupils are encouraged to read as many as possible throughout the school year. This is also promoted to parents and feeds into the school's rewards scheme for reading at home. The expectation is that parents will prioritise reading and find time for supporting children with their reading at home. There is no expectation for parents to teach any reading skills and this is to be left to the teachers and the school's preferred method of delivering this but to help develop fluency. Parents need to: share books with their children at the youngest age, read them stories and encourage a love of reading. As children become readers through school then parents need to hear their children read regularly, in order to assist their child in developing the necessary reading fluency. It is recommended that parents hear their child read four times a week.

Teachers and school also play a pivotal role in developing this love of reading. It is the expectation of teachers to act as role models. They must themselves develop a love of reading, show a good knowledge of age appropriate literature and an enthusiasm for it. They must select books wisely and in doing so promote books that appeal to their class and develop a reading culture. Systems and the timetable must also provide the opportunity for this reading culture to be developed. This will include sharing books and reading stories to the class on a daily basis.

"You can never be wise unless you love Reading." - Samuel Johnson

Reading and the Early Years

Reading doesn't happen by accident, therefore the school has a systematic plan to develop children as readers from an early age. First and foremost this starts with developing a love of language and stories in the school nursery. The environment is language rich and children are encouraged to develop their speaking skills and participate in role play. A range of books of stories are promoted and children are given opportunities to take books home and story share with their parents. Learning across F1 & F2 is focused around a story to: excite children, motivate them and expose them to a range of stories and texts.

There are a range of activities around listening and attention, which starts with the Read, Write, Inc letter sounds in Nursery. From F2, the Read, Write Inc Phonics scheme is delivered daily and children are taught in specific phonics phases. These are assessed regularly by the RWI Manager and children are given opportunities to move through the phases and access new learning. Daily assessment also takes place with feedback and intervention being both swift and immediate in the form of Same Day Intervention. The phonics programme is also supplemented by writing opportunities for pupils to consolidate initial sounds and diagraphs.

Alongside RWI Phonics, children are also given the opportunity to take books home and read. For pupils who are not yet established readers the reading scheme includes picture/story books so that the process of taking reading books home is established and good reading habits are embedded.

Before children become confident blenders, they take home a range of books, these include wordless books to develop language and storytelling, once they start to blend they take home sound blending books with C-V-C words. From this they progress to Ditty books, then phonic books. There are also Book Bag Books with linked sounds to consolidate their knowledge of letters and sounds.

“There is more treasure in a book than in all the pirate’s loot!” - Walt Disney

RWI Phonics

RWI Phonics is the preferred choice of phonics scheme. It is explicitly taught for 45 minutes, at the start of the school day to all Reception and Year 1 pupils, or any Y2 pupils who are not yet fluent readers. Any children entering KS2 who are not confident with phonics also have daily phonics. As part of this programme children are grouped and taught specific sounds in distinct phonic phases. As they progress through the scheme they build up both their phonetic knowledge and skills. This particularly applies to segmenting and blending. As this becomes more established children can tackle an increasing repertoire of phonetically plausible words with greater confidence and accuracy. Over time, and upon completion, this then establishes them as literacy ready. For pupils, who have reached this stage, they then move onto regular literacy lessons and develop their GPS skills. A lead teacher undertakes regular assessment, tracks pupils’ progress and ensures that pupils are moving through the phonic stages at an acceptable pace. For any ‘stuck’ pupils or those that are ‘hard to move’ additional phonics teaching takes place. This can be: additional group work, active phonics or one to one tuition or same day intervention. All staff who are deployed to deliver the programme receive accredited training and are highly skilled in its’ delivery.

“Today a reader, tomorrow a leader.” – Margaret Fuller

The School Reading Scheme

The school has a reading scheme that starts in the Foundation Stage with picture books for the children to tell the story and then moves on to letter sound books. As the children develop their phonic skills the reading scheme backs up their knowledge with books that are appropriately challenging. Phonic books, Book Bag Books and reading books are sent home in Key Stage 1. In Key Stage 2 the reading scheme is divided into levels that match the accelerated reader scheme ensuring all children are reading books that are of the appropriate challenge.

“A reader lives a thousand lives before he dies . . . The man who never reads lives only one.” – George R.R. Martin

The Accelerated Reader Programme

The school has replaced the Reading Miles rewards initiative with the Accelerated Reader Programme. The Reading Miles initiative had a strong track record in promoting daily reading however the school has had to consider the most hard to read groups. This initiative also accepted evidence on face value and didn't probe as to what children had truly read independently and, moreover, what children had: learnt, understood and retained.

The Accelerated Reader will take this to the next level by supplying an online portal that has a database and quizzes that covers thousands of children's books. Therefore, alongside keeping a record of not only what children have read, the school has access to an online tool that will assess understanding and vocabulary. The subsequent rewards scheme will still be able to reward for coverage at home with the 'Millionaires Club' and children will be tracked for how many words they have read independently. Alongside this, the vital understanding of the book will also be elicited from this process. This vital information will also provide teachers with a vital assessment tool regarding: reading age and common reading skills that need to be prioritised and taught. It will also help the school to better match reading books to children with more appropriate pitch and challenge as it not only advocates and tracks a proximal zone for reading accuracy.

“I don't believe in the magic in my books but I do believe something very magical can happen when you read a good book!” - J K Rowling

Reading and the Curriculum

Reading will retain a high profile throughout the curriculum. The school has a strong rationale for the promotion of appropriate age related literature. As part of the delivered curriculum the school still advocates thematic and contextual learning and the reading materials may be linked to this. However texts, will be carefully chosen to ensure their appropriateness. Alongside this, each class will undertake an (in depth) class novel study as one of their topics. This will stand alone without the expectation to be thematic.

“A book is a magic carpet that flies you off elsewhere. A book is a door. You open it, you step through!” - Jeanette Winterson

Reading Comprehension

Reading comprehension is specifically taught as a distinct break down of skills that need to be explained, exemplified and modelled to children. Following this children then need to have the opportunity to work, either independently or collaboratively and put these skills into practice. This practice utilises both a mixture of whole class and guided teaching. Guided Reading is still viewed as a powerful teaching tool and used effectively, aligned with skilful

questioning, has the power of exploring a text in greater depth and facilitating pupils in eliciting more information than they would have initially sought. The school has been analytical towards the range of skills that it wishes to be taught in order for children to reach the age-related expectation in comprehension. It is the expectation that these skills are identified, planned for and taught from Year 2 onwards:

- a) Vocabulary Development
- b) Retrieval – record information and key details from fiction and non-fiction
- c) Inference – to make inferences from the text. To explain and justify inferences with evidence from the text
- d) Summarise – to summarise main ideas from one paragraph or more
- e) Predict – to predict what might happen from details stated and implied
- f) Analyse – to identify information and explain how narrative is related and contributes to meaning as a whole
- g) Author’s Intent – identify/explain how meaning is enhanced through choice of words and phrases
- h) Comparisons – make comparisons within the text

In the delivery of these skills the school follows the teaching sequence of the acronym RISE and the skills are packages around this, as follows:

- R** - Retrieve (Vocabulary, record, identify)
- I** - Inference (Explain, justify, evidence)
- S** - Summarise
- E** - Explain (Predict, analyse, author’s intent, make comparisons)

Alongside RISE, the teaching of reading will also be an integral part of the two week literacy teaching sequence. Each unit will be text based at the start and children will be encouraged to analyse and draw information from a shared text. High quality questioning will probe learning and deepen understanding. The teachers will model how to retrieve and elicit information and generate discussion around this. This work may be linked to the topic themes.

“Make it a rule never to give a child a book you would not read yourself.” – George Bernard Shaw

Every Child a Reader

The school is dedicated to ensuring that all children leave the school as a capable reader and ready to access the next phase of education. The school has had significant success with this over many years. This includes success in completing the phonics programme and also the exceptional rates of progress across KS2. Disadvantaged Pupils and low attaining pupils are

carefully tracked and additional support is put in place with the intention of closing the reading gap as swiftly as possible.

“The man who does not read good books is no better than the man who can’t.” – Mark Twain

Assessment and Progress

Children are constantly assessed at every stage of their learning. This includes a baseline assessment in Reception and the constant assessing of phonics as they progress through the programme. Regarding the reading scheme, benchmarking is still used to facilitate progression. For the teaching of comprehension both formative and summative assessment is applied. The regular teaching and success against objectives are assessed to provide information regarding future lessons and identified support. Alongside this the Accelerated Teacher Programme also provides a breakdown of generic, and specific, strengths and weaknesses. From year two onwards there are two formal assessment points with SATs style tests and data input. Analyse of these tests and competence with the range of skills also informs the subsequent teaching of Reading.

“Once you learn to read, you will be forever free.” – Frederick Douglas