Burton Road Primary School

Reading Policy – January 2025

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.

At Burton Road we want our children to read with accuracy, automaticity and prosody.

Accuracy

Reading accurately means to decode and read words correctly. It is the ability to apply knowledge of letter-sound relationships when reading and saying written words. Pupils' level of accuracy will impact their speed and ease of reading.

Automaticity

The more cognitive space that is taken up with trying to decode words, the less space that is available to comprehend meaning in a text. Therefore, readers must be able to decode words without thinking about the decoding.

Reading with automaticity is reading words on sight automatically and at an appropriate pace. It feels and sounds effortless for pupils.

Prosody

Prosody is reading aloud (and silently in the reader's head) with appropriate use of stress, intonation and expression. It requires both reading accuracy and a level of comprehension.

Understanding words and ideas enables pupils to make decisions about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others.

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. Pupils are encouraged to read this full selection throughout the school year. Or just share the book at home with adults. 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. 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.

In each class there are comics, First Class news papers, annuals and Top Trumps to enhance the reading experience.

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 prompted and children are given opportunities to take books home and story share with their parents.

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.

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. 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 the deliver the programme receive accredited training and are highly skilled in its' delivery.

We follow the five underlining principles of 'Read Write Inc' in all sessions:

- Pace – for pupils to complete the programme as quickly as possible
- Praise – pupils learn more quickly when they are praised for what they do well
- Purpose – each activity within the programme has a clear purpose
- Participation – all pupils take part in all of the lesson
- Passion – show the pupils how much we enjoy teaching the lessons

Lively phonic books are closely matched to the children's increasing knowledge of decodable words and red words. As children re-read stories, their fluency increases, so children are asked to practice what they have learned during the day, at home. Every child takes a copy of the text they have been reading within their phonics session plus a *Book Bag Book* from the scheme, which matches their phonic knowledge. All children also choose a reading for pleasure book which they share with adults both at home and in school.

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more established, children can tackle an increasing repertoire of 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 *Talk Through Stories* sessions.

The School Reading Scheme

The Accelerated Reader Programme

The school uses the Accelerated Reader it supplies 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 will have access to an online tool that will assess understanding and vocabulary. The scheme is also 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 vita 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. All our books identified for age appropriateness, that children can easily understand.

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.

Reading Comprehension

Talk Through Stories is a scheme that Burton Road uses to bridge the gap between phonics and independent reading. It extends and deepens children's vocabulary, so that they can understand the books they will soon be able to read for themselves.
All children in years 1 to 3 take part in daily sessions with age appropriate books, no matter what their reading ability.
During the second half of the year, year 3 will work on developing fluency through:
Selecting a section of text – appropriate in length for the age of the children – that you want to fluency practise. Children will be introduced to the high-level vocabulary that they will be exposed to when reading the text. When introducing the vocabulary, the teacher will include

‘my turn, your turn’ of saying the words and definitions.

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 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 4 onwards:

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

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.

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 is swiftly as possible.
Where progress continues to be a concern, the SENDCO is consulted to plan further support. Visual timetables are used throughout school. Work is adapted and children with additional needs are expected to access all learning through scaffolds and adaptations.

Poems

It is a statutory requirement in the National Curriculum that children learn to recite poems from heart. Our collection of poems has been compiled to assist teachers in finding suitable poems for this purpose. Some are classic poems; others are more contemporary – all of them are suitable for children to perform and read aloud. Learning to retell a poem from memory is challenging and with this in mind the selected poems have been chosen for their use or rhythm, rhyme and imagery.

The collection of poems has been organised into three sections: KS1, Lower KS2 and Upper KS2. This ensures there is progression in content, style and length or poems but also flexibility for teachers to choose when they use the poems selected. This is not an exhaustive collection but a working document which is a guide to support teachers choosing poems to recite. Personal choice is really important, if you love a poem and you think it would work as a poem to learn by heart then use it. Your enthusiasm will come through your teaching and inspire children to learn the poem.

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. 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 ae 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.

Monitoring

The head teacher, English lead and senior leadership team carry out drop ins, books look, teacher surveys and pupil interviews to monitor standards and progress in English. These are linked with school improvement priorities. Teachers are given feedback and signposted to the latest research evidence and guidance documents. To strengthen teaching, teachers are given the opportunity to work collaboratively with other skilled class teachers and outside agencies or specialist practitioners. Pupil progress meetings are held each term in order to allow the head teacher and senior leadership team and class teacher to monitor and evaluate the progress of their children in English and identify next steps.

The progress of pupils with Special Educational Needs and Disabilities (SEND) and Pupil Premium children is reviewed with the SENDCO during pupil progress meetings. The SEND

Toolkit is used as a guide for identifying initial need and monitoring progress of SEND children through detailed provision maps.

The head teacher and English lead analyse data, end of key stage SATs results, tests, and pupil progress information. Recommendations from this analysis feed into the school development plan and performance management targets.

Resources

The English lead has the responsibility for ordering and maintaining resources to enhance the teaching and learning of English. All classrooms are well resourced with dictionaries, high quality texts and phonics resources. Pupils have access to appropriate phonetically decodable books. The library and class reading areas contain a selection of books for all curriculum areas and books which children take home to read. Our library both encourages and celebrates a love of reading.