



**Park Brow
Primary School**



Happy - Respect - Pride - Caring - Potential

Reviewed September 2022
Annual review September 2023

Park Brow Community Primary School

Reading Policy

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

VISION

Through the Reading Curriculum at Park Brow Primary School, we strive to inspire a curiosity within our children so that they can acquire a greater understanding of the world which we live in. We aim to develop an understanding of reading, which runs deeper than merely the ability to mechanically read, but which opens doors to new worlds, allows the children to explore settings that they may never get the chance to visit in reality, yet to inspire an ambition to visit such exotic settings within their lifetime. We hope to expand minds and aspirations and provide a desire to explore further than our pupil's immediate location.

British values are woven into our Reading curriculum promoting values such as Mutual Respect, Tolerance and Individual Liberty. We wish for our children at Park Brow to develop an understanding of the wider world, further than the community that they live in, to meet new friends of different ethnicity and social background to themselves and to develop an empathetic understanding, through meeting the characters within each text. Park Brow ensures that the texts available to children are rich in diverse cultures and foster a mutual respect for citizens of the world. The children learn to respect different areas of the world and expand their knowledge of geographical, social and economic differences.

We, at Park Brow, not only wish for children to develop a love of reading but to develop a broader ability to love others through reading.

At Park Brow, we work to inspire the children, so that they have a lifelong love of Reading and to create a buzz and love for Reading.

INTENT

Through the Reading Curriculum at Park Brow Primary School, we explore rich texts of fiction, non-fiction and poetry. We have invested in developing our reading materials available within Park Brow, so that the children are able to access and develop self learning through books. Our links with the School Library Association allow the children to access a vast array of fiction, non-fiction and poetry, which is updated regularly and explores fresh new authors, which expand the children's understanding further than those well known to us such as Dahl and Morpurgo. The children's access to non-fiction, relates to those that the children are studying within our Creative Curriculum, and allows the children to develop a broader understanding of each topic through self learning. Through remote learning the children are able to access our Park Brow Ebook library, which offers a broad range of up to date reading materials.

Within lessons, the children follow the National Curriculum to develop their understanding of fiction, non-fiction and poetry through our Power of Reading scheme of work, which provides vocabulary rich texts that explore new locations, cultural backgrounds and different ethnicities. We also explore further non-fiction and poetry through Guided Reading sessions.

Through Guided Reading sessions the children follow The Steps to Read scheme, which allows for the children to dig deeper into a text and develop a further understanding of what they are reading. Through this, the children develop vocabulary, infer meaning from what is written, make predictions on what they think will happen, explain what the author has meant within the text, retrieve details, facts and information and summarise what has happened within the story.

Our Home Reading Challenge gives children the opportunity to earn rewards through reading and share their knowledge and understanding of the texts with those who read with them at home, they are able to develop their mechanical reading and explore a love of reading to continue their love of reading outside of the school setting. The children are able to use the Park Brow Ebooks to continue their challenge if they are unable to access a physical copy of a book.

Our response to Remote Learning at Park Brow School (following the Global Pandemic) allowed for our pupils to continue their love of reading within their homes.

Since returning to school after the Pandemic, it was of great importance that our children were able to accelerate their learning of Reading within school - using the Steps to Read scheme from Literacy Counts to accelerate the vocabulary of our children and their

inference and deduction skills. This is embedded at the end of every day through a shared class reading session.

Park Brow's teaching of Reading skills and knowledge is regularly reviewed and developed in accordance with DfE guidelines, the School Improvement Plan, and following consultation with Governors, Parents, Children and Teaching Staff. Reading should be concerned with stimulating the children's interest and understanding about literacy. We aim for the children to develop a sense of identity and a cultural understanding based on their heritage and that of others. We teach children the skills, which are transferable to all lessons, develops their vocabulary, spelling and imagination. We foster the resilience in our pupils and create skilful writers. We embed confidence into the children and inspire them to become actors, authors, explorers, architects, and any other profession that they may wish to pursue.

RATIONALE

Guided by the National Curriculum for English 2014, Park Brow Community Primary School has a clear, consistent, whole school approach to reading and embedding this skill throughout childrens' learning.

Competence in reading is the key to independent learning and is given the highest priority, enabling the children to become enthusiastic, independent and reflective readers.

Enjoyment and success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

AIMS

The school aims to:

Encourage the enjoyment of books and reading so that the children develop a lifelong love of books.

Progressively develop children's abilities to read words (decoding) as well as their abilities to read for understanding (reading comprehension) to ensure that they emerge as fluent, capable and fully rounded readers.

Provide the children with the skills and strategies to develop their reading.

Enable children to develop their skills in reading for understanding including inference and deduction.

Ensure that children regularly access and become fluent in reading a wide range of fiction and non-fiction texts.

Develop research skills, using library and class texts, in conjunction with the ICT system.

Develop a critical appreciation of what they read, the work of authors, poets and illustrators in order to emulate these skills in their own writing.

Encourage care and ownership of books

Our ultimate aim is to rise to the rigour and challenge of the National Curriculum and ensure that children progress from more basic comprehension skills to deduction, inference and critical evaluation. We strive for all our children to become confident, independent readers with high levels of enjoyment and a life-long skill.

OBJECTIVES

The development of reading cannot be seen in isolation from writing, speaking, listening and drama. The best readers are the best writers and we all read as we write. Strategies for writing, speaking and listening/drama therefore form an integral part of our English curriculum and teaching of reading.

At Park Brow we strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Furthermore, within English lessons we create an environment that stimulates ideas from texts and encourages discussion and evaluation. Teachers act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature. Our objectives are for children to:

Read with confidence, fluency, understanding

Be taught the full range of reading strategies including:

Phonic knowledge (visual information)

Grammatical knowledge (structural information)

Word recognition and graphic knowledge (visual information)

Contextual knowledge (meaning)

Develop through shared, guided and independent reading and have their progress in fluency, expression and progressive comprehension skills tracked

Correct their own mistakes

Have an interest in words and their meanings, developing a varied and rich vocabulary

Read a range of genres in fiction and non-fiction and become familiar with different genres, their key purposes, stylistic features, vocabulary and techniques

Use library organisation and ICT systems to access texts to locate information

Through reading and writing, develop their own powers of imagination, inventiveness and critical awareness

Discuss books with reference to author, illustrator, genre, theme and characters, to express personal responses with increasing fluency

See the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or individually

Understand the sound and spelling system and use this to read and spell accurately

Have a suitable technical vocabulary through which to understand and discuss their reading

Be interested in books, read with enjoyment and evaluate to justify their preferences.

TEACHING STRATEGIES

Reading is taught throughout the whole school in a whole class Shared Reading session, discreetly as part of English and as an integral part of the school day in all curriculum areas.

During English, shared reading/comprehension and other areas of the curriculum, children will have the opportunity to experience a wide range of high quality texts (both fiction and non-fiction) and are encouraged to respond and reflect on these. Through the use of shared and guided reading children will experience good models of reading and reading discussion. In EYFS and KS1, phonics and the early teaching of reading is taught explicitly. This is continued where necessary, for groups and individuals in KS2.

Guided Reading/Comprehension

We have moved to using Whole Class Guided Reading in order to maximise pupils' exposure to high quality, age appropriate texts, deepen their comprehension skills and heighten vocabulary understanding.

Every pupil will take part in Guided Reading sessions led by their teacher, on a daily basis. Texts chosen should aim to challenge the children to develop high-order comprehension skills, generate child-led discussion and lead to independent written activities that allow children to reflect on the text. Teachers use evidence from these sessions to inform assessment. Focus children may have additional guided reading group work to further embed a skill.

English Lessons

Our teaching staff are trained in using and adapting teaching sequences from the Read to Write Programme. This ensures staff are using current and engaging texts, up on which to base their English teaching. Where possible, links are made to other parts of the curriculum e.g. art, history. This allows for teaching and learning through a text to be fully immersive and provides rich learning opportunities. Grammar, punctuation and spelling is also drawn upon, although stand-alone lessons may occur. Read to write texts provide high quality vocabulary discussion which is encouraged in both English and Guided Reading lessons. We take part in CPD opportunities for staff to keep up to date with initiatives and reading materials.

Phonics - please see our separate policy for the teaching and learning of phonics at Park Brow Primary School.

Independent Reading:

There is dedicated quiet reading time across both KS1 and KS2. This allows pupils to read a text of their choice for pleasure, they are encouraged to make use of the relaxing and welcoming reading areas both in the classrooms and around the school.

Focus children share a book with an adult on a 1-1 basis at least once a week in KS1. In KS2 we promote independent reading and with 1:1 support of an adult for identified children. We follow a progressive reading programme with some pupils receiving extra support for individual reading. Where there is an identified need, children are given specific targets in a Group Provision Plan and may receive out of class intervention with other staff members or have focussed activities within class, depending on the severity of the need. The teaching of reading and the strategies used by the teachers encourages and supports each child to progress through a variety of reading Schemes from reception onwards, as they move through the school.

Home Reading

All children will have a reading book, chosen by them, at an appropriate level. These books should be 90% fluently readable by the child and the class teacher will monitor this regularly. If children want to read a book that is currently beyond their ability level, we will encourage parents to share the book at home with them. Children will be given the opportunity to change their library and stage books as often as needed; this may be with an adult in KS1 and independently or with support in KS2.

As part of our Home- School link, we have a "Home Reading Challenge" to encourage a love of reading and to develop essential reading skills further at home.

Each child has their own reading chart which is kept in school. Each time a child reads at home, they receive a sticker on their chart. Every half term we have a reading assembly, allowing us to congratulate our Bronze, Silver and Gold readers with a badge to display on their uniform.

In class, children will be taught reading strategies, applying these to texts at a higher level of difficulty. Home reading is aimed at enjoyment and practice, however, we also encourage children to read a wide range of genres. Therefore if they would rather read a leaflet or an article in a magazine, newspaper or on their electronic devices, this also counts as Home Reading and can be recorded in their diary.

In the Foundation Stage Children are put into groups, they are assigned a day when their home reading books/games will be changed. It is expected that reading books will be with the child in school every day. Children use the orange reading record books. Parents should aim to read with their child for a minimum of 10 minutes each day and complete the reading record. They should also spend time playing high frequency word games.

In Key Stage 1 Book bags will go home with children every day. Parents should aim to read with their child at least 3 times a week. Orange reading records should be completed after

each reading session. School staff will check reading records daily and change books as and when necessary and at the rate appropriate to each child. Children can choose their own book from within the book band.

In Key Stage 2 Book bags will go home with the children every day. Children are expected to read 5 times per week independently (with an adult if needed) and to make a comment in their reading record. In KS2 we use green reading record books. Children are encouraged to read a wide range of texts and should choose something of interest to them. If able, children should change their own reading text when necessary. School staff will check reading records daily to ensure books are changed when needed. (Weekly during the Pandemic due to possible contamination)

READING FOR PLEASURE "Reading should not be presented to children as a chore or duty. It should be offered to them as a precious gift." Kate DiCamillo

In addition to our formal teaching and assessing of reading, we recognise the importance of reading for pleasure to be a fundamental part of childhood and lifelong learning. At Park Brow, we have ensured that reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment. We provide extensive reading and exposure to a wide range of texts, which we believe make a huge contribution to students' educational achievement.

Through our dedicated libraries in KS1 and KS2 and within each classroom, we have ensured that all children have access to a wide range of texts in different formats and genres. These environments have been carefully developed to become inspirational reading spaces of which the children helped to design.

Using findings on reading behaviours for our school, our library areas stock a wider genre of books that appealed particularly to our boys. Children have been given responsibility for the maintenance and running of each of the library areas and support other children in using the areas. These children are our *Junior Librarians* and take great pride in their roles.

We provide opportunities for storytellers and authors to visit regularly, giving inspirational talks, assemblies and workshops and allowing children to experience books and the process of writing first hand.

Staff behaviour

A love of reading is demonstrated by staff, who read alongside children during 'Everybody Reading in Class time'. This time is planned for and timetabled daily, in addition to class reader and story times. Daily story takes place within KS1 and class novels are used within KS2.

Staff seek opportunities through the English lead teachers to add reading material to the library that will engage and enrich children's' love of real books.

Each class has a dedicated time within the week to use the library for pleasure and staff are encouraged to model the use and enjoyment of these sessions.

All staff take an active role in initiatives such as world book day as this models the pleasure that can be gained from a love of books and reading.

Working in Partnership with Parents/Carers

The teaching of reading is greatly helped if there is strong communication and support between home and school. Reading support information meetings are held for parents in EYFS meetings, KS1 on the reading strategies used at the school and how best they may help their children with Letters and Sounds to develop their phonic knowledge. Advice and support is available during parent's review days.

The scholastic book fair visits school twice per year and we ensure this reflects best possible value for our families through half prices fairs and use of world book day tokens. We also have a visit from the Book People Red bus, which provides further opportunities for the children to buy books within their local area.

ASSESSMENT AND RECORD KEEPING

Our school successfully uses NFER (National Foundation for Educational Research) tests for reading assessment. These tests are engaging for children and provides them with the necessary challenge to meet the national expectations. They provide school staff with accurate and robust data which gives each child a comparable standardised score for reading. We use these formal assessments three times per year. Progress is also measured using our target tracker system and monitored through pupil progress meetings with the head teacher each term.

Childrens' word recognition is tested using the Salford Reading Test and SWST single word spelling test. Children who are not making progress are assessed in phonics and the year groups common exception words to establish those aspects which are inhibiting their progress. The data from these assessments is used to develop a tailored support strategy for each child and action any special needs provision: group provision plan or personal provision plan.

Through the end of year expectations each child is set targets which are available in their reading comprehension books. These targets are assessed and changed regularly and are shared with pupils' parents on our two review days.

THE ROLE OF THE CLASS TEACHER

All teaching staff:

Are responsible for developing our whole school approach to reading

Model good reading behaviours and encourage the children to care for the reading matter in our school

Ensure that their classrooms are well stocked with attractive and appropriate books that reflect the topics being taught

Ensure that their classrooms are print rich and that the books available, reflect different cultures, genders and languages both in fiction and non-fiction, ensuring provision is made for those with English as an additional language

Ensure provision of appropriate literature is made for any child with Special Educational Needs

Set individual targets for each child, keep up to date with record keeping and assessment

Encourage all children to learn the value of a life-long love of reading

MONITORING AND EVALUATING

The English Leader will:

Ensure continuity in assessment throughout the school and lead staff meetings to support this aim.

Monitor Reading in school.

Keep up to date with new developments in reading and keep the staff informed.

Play a key role in formulating, maintaining and reviewing the Reading Policy.

Lead colleagues and at all times be supportive.

Audit resources regularly.

Gather evidence against the monitoring of teaching and learning of reading and formulate an action plan of which teachers will implement.