

Reading Policy

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1	August 2011	SMT	SMT	Included in Staff Handbook
2	August 2012	SMT	SMT	Included in Staff Handbook
3	August 2014	SMT	SMT	New separate Policy Created
3	August 2016	SMT	SMT	Policy Reviewed

Rationale

At The BECC, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore, reading is given a high priority at The BECC, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters and signs. Whilst technology may change the medium with which people read, the skill of reading will be significant for the foreseeable future.

Aims

Our aims are for all children at The BECC to:

- Become fluent, confident and expressive readers;
- Read with enjoyment across a range of genres;
- Read for pleasure as well as for information;
- Read and respond to a wide range of different types of literature;
- Understand the layout and how to use different genres and text types;
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy;
- Build their bank of sight words to enable fluent reading;
- Have an interest in words and their meanings, developing a rich and varied vocabulary;
- Understand and respond to literature drawn from a range of cultures and literary heritage.

We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal;
- Independence;
- Confidence;
- Perseverance;
- Respect for other views and cultures;
- Reflection.

Action and Implementation

Reading at The BECC is taught and celebrated in a range of ways. Some of these are generic across the whole school, whilst others are specific to how teachers wish to deliver reading.

Reception and Key Stage 1

- Shared Reading, using a big book or text on the TV screen, with small groups or the whole class;
- Guided Reading of the same text in small groups, including teaching a range of reading strategies and comprehension;
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers/chronological age;
- Reading Eggs, using online reading books carefully selected to match the reading abilities of each child;
- Daily phonics lessons, using the TES online resource with the topics as set out in the phonics policy.
- Reading of texts linked to topic work;
- Story time in which the Class Teacher or Thai Teacher reads to the class;
- Library visits to the school library
- Children's Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities;
- The sending home of reading scheme books at a rate of 1 per week for the children to read and familiarise themselves with high frequency words and sight words.

Key Stage 2

- Shared Reading, including use of the TV;
- Guided Reading of the same text, in small groups;
- Weekly comprehension activities linked to the literacy theme/topic;
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers;
- Reading Eggs, using online reading books carefully selected to match the reading abilities of each child;
- Regular word level, spellings and phonics work, as a whole class or in small groups for those who need it;
- Reading of texts linked to topic work;
- Reading for pleasure opportunities;
- Other comprehension activities;
- Story time in which the Class Teacher or Thai Teacher reads to the class;
- Children's Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities (to be celebrated from 2018)

Resources

At The BECC we have invested financially into a huge range of resources however we are constantly developing the range of books. These include:

- Reading Eggs;
- Home reading books from a range of reading schemes and publishers, including Oxford Reading Tree and Rigby Star book-banded to provide appropriate support and challenge for each child, as well as 'free readers' for those children who have progressed beyond the book banded levels. The books include decodable reading books which are kept in separate boxes and marked with smiley face stickers;
- Guided Reading books from a range of reading schemes, including Hamilton Trust, and non-scheme books, book-banded to provide appropriate support and challenge for groups of children;
- Timetabled daily phonics in all classes in the school;
- A developing library in which children can access and once per week borrow a book.
- A Book Corner or Book Area in every classroom/shared area, with a range of fiction and non-fiction books.
- An outside book area where children of different ages can share a variety of books.
- All books that are borrowed by students must be logged by the class teacher.

Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. Various reading incentive schemes are also planned to raise the profile of reading at home, and parents are encouraged to attend the Parent Reading Course that focusses on getting the best out of reading at home.

Assessment and Record Keeping

Assessment is used to inform the planning and teaching of reading. We assess reading strategies as well as reading comprehension, using the Reading Eggs information gathered that covers the following:

- Word reading
- Themes and conventions
- Comprehension: Clarify
- Comprehension: Monitor and summarise
- Comprehension: Select and retrieve
- Comprehension: Respond and explain
- Inference
- Language for effect

Assessment against these domains takes various formats:

- Individual sheets to record progress and achievements. Reading levels ('below', 'close to', 'secure' or 'beyond') are sent home three times a year as part of the reports;
- KS1 (and less able KS2 pupils) termly phonics tracking assessment (TES format), in which children are assessed against the TES phases and gaps in learning are identified;
- Yearly Phonics Screening Check at the end of Year 1, which is then repeated at the end of Year 2 for those children who didn't meet the threshold mark;
- SATs Reading Test at the end of Key Stage One (Y2) and end of Key Stage Two (Y6);
- Reading levels included in termly reports.

Assessment takes place daily through Assessment for Learning to inform planning and teaching, and children's progress against the objectives within each phase are officially assessed and recorded using the following terminology: below, close to, secure and beyond. Secured phases are repeated within a year group to ensure consolidation of learning whilst extension of learning takes place through teacher differentiation.

Equalities

All children have learning needs, including SEN and Gifted and Talented. Levels are monitored at the end of each phase (see section above 'Assessment and Record Keeping'), as well as through formative classroom assessment, and provisions are put into place to support identified children. Reading materials are carefully chosen to meet the needs of all children.