



# **INCLUSIVE LEARNING FEDERATION**

## **Bradwell Village School Reading Policy**

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## Reading Policy

### Introduction

Developing reading is a priority at Bradwell Village School. Reading is a skill essential for life and we aim to make all of our pupils 'readers'. We recognise that reading is the key to learning, we teach the children the fundamental skills of reading at school so they are able to read to learn. We aim to ensure a balanced mix of approaches to reading so that our pupils achieve the skills required, a positive attitude, confidence as well as interest and a life-long love of literature. We aim to foster a love of reading in all children and we encourage children to read a wide range of books both in school and at home. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children. We have high expectations of children and the progression of their reading skills. Therefore, we offer as many opportunities for reading as we can. This may happen in the English lessons or across the curriculum.

This policy outlines Bradwell Village School's approach to teaching, in relation to the reading curriculum. It sets out the rationale for teaching reading and specifies the knowledge and skills that will be developed, for the majority of pupils in each year group.

### National Curriculum 2014:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (National Curriculum English, 2014, Pg. 10)

The National Curriculum (2014) clearly states that teaching English language is an essential, if not the most essential role of a Primary School. At Bradwell Village School we believe in a high quality, creative English curriculum, which gives children the best possible opportunities to become confident, literate, successful members of society; with a deep love and understanding of English language and literature.

The English programme of study is based on four areas. **Spoken Language, Reading, Writing and Spelling, grammar, and punctuation.** During each key stage, pupils reading includes:

- word reading/decoding
- comprehension

### Intent

Our reading curriculum closely follows the aims of the National Curriculum for English and as such we aim to ensure that all children:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading;
- appreciate our rich and varied literary heritage;

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

At Bradwell Village School we believe that a high-quality reading education equips pupils to read with confidence, passion and fluency whilst developing a life-long love of literature. The skill of reading is essential, it is a tool for learning as it opens up the whole curriculum to children; without reading the learning opportunities become closed off and inaccessible to them. Through our reading curriculum we strive to teach children how important their reading skills will be, not just at school but also, in the real world as they build their futures.

We aim to involve families in developing a love of reading, not only in school, but at home as well and encourage parents and carers to join us for various events including reading mornings, reading information meetings and book swaps.

Throughout Key Stage 2, children build upon their existing knowledge and experiences of reading to deepen their understanding of new vocabulary and genre to enable them to read a wide selection of text; both fiction and non-fiction. Children will continue to develop positive attitudes to reading and enhance their love of books. Support will continue to be provided for those children struggling with their phonological knowledge and understanding to enable them to read to the best of their abilities. Opportunities through both English and other curriculum subjects enhance the children's understanding of non-fiction books and enable the children to know what they are looking for and to distinguish between fact and opinion. Children will be able to share their thoughts and ideas on authors and the books they have read and provide reasons for their choices and will share poetry with their peers.

By the time children leave Bradwell Village School we aim for them to be more confident, fluent, and independent readers who can recommend books to their peers, have a love of reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. If a child's pace of reading requires further development, we ensure interventions are provided so that the speed of their reading does not become a barrier to their learning.

Through the pupils' time at Bradwell Village School we aim to foster a love of books and achieve a passion for reading in all children through providing stimulating and exciting experiences based around high quality materials and opportunities for learning which will lead to every child being a confident and fluent reader.

Our reading curriculum gives children opportunities to consolidate, practise and develop their reading skills, across the curriculum, through phonics sessions, silent reading sessions, topic work as well as during English lessons. Children learn to not only decode and read fluently but to comprehend the text they are reading and are challenged to develop the ability to retrieve, predict, sequence, and infer. Through our exposure to authors, we aim to challenge and deepen the children's understanding of different text styles, including fiction, non-fiction, poetry and stories and texts from different cultures around the world.

For the children whose first language is not English, we aim to provide experiences for them in order to initially develop their social language. Once they have begun to develop and converse with their peers, we aim to incrementally increase their vocabulary until they are assessed as proficient and confident in the use of English. If the child is proficient in their first language, we use translation tools to assist their learning.

As part of learning to read, we aim to develop the children's ability to understand and to infer from the texts they are reading.

Reading comprehension is crucial for children as it enables them to develop the ability to read a text and understand its meaning. The National Curriculum divides reading up into two closely linked skills: word reading and comprehension. At Bradwell Village School we aim to develop the children's comprehension skills by enabling them to deepen their understanding of what they have read and to enable them to understand new words they may meet in their reading.

Through the development of a rich and varied vocabulary we aim to develop the cultural capital of the children at Bradwell Village School. Vocabulary is an important component across the entire curriculum, and we aim for it to play a key part in enabling children to deepen their understanding of what they are reading and to infer meaning from texts. Good vocabulary is crucial in reading as it helps children to improve their comprehension, communication and confidence and supports them to become better writers.

### **Implementation**

Our approach to developing reading at Bradwell Village School involves having a holistic approach where our provision is multifaceted to meet the needs of all of our pupils. We ensure the staff at Bradwell Village School have a secure understanding of their pupils and the knowledge needed to enable the children to make progress. As part of this process, we teach reading in the following ways to ensure we are catering for all children's needs:

- Phonics Read Write Inc programme
- Accelerated Reader Programme and Myon
- Guided Reading
- Reading across the curriculum
- Class reading
- Targeted interventions
- EAL support for newly arrived pupils
- Group reading interventions
- Daily individual reading where necessary
- Dedicated library slots
- Pre-teaching of vocabulary for EAL and SEN children

We recognise that not all children have the necessary phonetical understanding to be able to read easily, fluently, and accurately. Children are assessed when they join us in year 3 to determine the phonics provision that is needed. Children who arrive at school with limited phonological knowledge or who have not met the standard in the phonics screening check in KS1 will continue using "Read, Write Inc" phonics for decoding until they have acquired the knowledge and skills to enable them to decode and read words. We aim to equip the children with the skills of early reading through dedicated phonics sessions three times a week. We use the Read Write Inc. programme to deliver a rigorous and systematic phonics programme to develop the children's ability to segment, blend and to help decode and read words. Our staff build upon previous work, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using their phonic knowledge and skills that they have already learnt. Teachers also aim to ensure that pupils continue to learn new sounds and revise and consolidate those learnt earlier. As children progress through this programme,

they are challenged to read books matched to their phonic ability with increasing fluency and expression. For pupils who are following the Read, Write Inc scheme, their reading books are matched to the child's level of ability as identified by Read Write Inc assessments. Children are encouraged to read at least 5 times a week in class and to take books home to read. Owing to the specific nature of our children, individuals may be involved in targeted interventions using the "Fresh Start" reading programme in Years 5, and 6. Teachers employ a range of strategies to teach reading including modelling reading for the children.

At Bradwell Village School we believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading, we implement a range of opportunities for reading across the curriculum and reading for pleasure. Teachers ensure children understand and explore ways in which authors use vocabulary, language and style to engage the reader.

Throughout the school, children have access to books through class reading areas, Accelerated Reader/Myon, and the school library. Reading areas are inviting and may be themed according to the learning topic, author reviews, book reviews and reading prompts that are on display. The school library contains a wide selection of "real" reading books and group reading packs, as well as a good selection of quality fiction and non-fiction texts for a variety of abilities.

Ways in which the school provides opportunities for reading and to enable children to develop a love of reading are:

- Reading 1:1 with an adult
- Reading at home using Myon/Accelerated Reader
- Reading corners or areas in classrooms
- Use of the school library
- World Book Day
- Author visits
- Independent reading
- Guided or whole class reading
- Listening to an adult reading and sharing books
- Reading and Phonics interventions
- Reading Tree in reception
- Children participate in termly reading challenges
- Reading enrichment mornings

### **Comprehension**

For children to be successful in their comprehension we teach them specific strategies which can be applied to enable them to understand what they have read and assist them in overcoming barriers to comprehension. These include inference, questioning, clarifying, summarising, and predicting. Comprehension knowledge and skills are developed by shared and guided reading. For those children completing Read Write Inc we ensure that comprehension is woven into our provision, so pupils can develop these skills alongside their phonetical understanding.

Guided Reading is a powerful way of supporting children to make progress in reading, providing a regular and supportive time for children to encounter engaging texts that will resonate with their interests and capture their imagination. At Bradwell Village School opportunities are provided through the use of a variety of texts and teacher planned activities to support both the knowledge and skills required for comprehension. Our reading curriculum is mapped out to ensure we are providing a rich progressive curriculum for our pupils. This enables staff to have a clear awareness of how children's learning is developed during their time at Bradwell Village School, tracking back where needed as well as providing challenge for more able learners.

Teachers ensure that guided reading lessons are planned, age appropriate and accessible for all pupils. Challenges are included to extend the knowledge and understanding of our higher attaining pupils and where necessary setting is used.

We use the appropriate technical vocabulary outlined in the National Curriculum with the children, so that they understand the reading skills and teach them explicitly how to develop these skills, so they are able to independently apply the knowledge they are taught.

### **Special Educational Needs Disability (SEND) / Pupil Premium / EAL/ Higher Attainers**

All children will have Quality First Teaching and an adapted Curriculum. A variety of teaching methods, texts, and resources are used to cater for individual learning styles and needs, and to maximise participation/ engagement in lessons, e.g., games, oral presentations, cloze procedures, role-play, dictation, dictionary work, videos, etc. Our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Any children with identified SEND or in receipt of Pupil Premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs.

### **Vocabulary**

At Bradwell Village School opportunities for vocabulary development are provided during a range of activities including individual and guided reading, discussions about books and the sharing of stories and texts. The children have opportunities to discuss the meanings of words, the identification of similar words and connections between words. The children have key vocabulary being shared on working walls and in lessons to assist children in their reading.

### **Parental/carer Involvement**

At Bradwell Village School, parents/carers are actively encouraged to participate in their child's development of reading by supporting them in a positive way – both generally and specifically. Examples of this are:

- regularly reading with their children at home;
- supporting with home learning tasks and the completion of the reading journal;
- curriculum information events including how we teach reading.
- inviting parents/carers to join in curriculum afternoons
- Using Accelerated Reader / Myon

## **Inclusion**

At Bradwell Village School all children are equally valued and share a right to the broad and balanced curriculum, promoting personal development and achievement. The reading curriculum is available to all and is differentiated to ensure equal opportunities and access to the curriculum. Children who have English as an Additional Language have phonics support where appropriate. Newly arrived pupils will have a programme of support from a dedicated EAL learning support assistant, which will enable them to develop their speaking, listening, and learning skills to develop their proficiency in their use of English.

## **Adaptations to the Curriculum for Pupils with SEND**

The subjects in our curriculum are ambitious for all pupils, including children with SEND. Curriculum Leaders have high expectations of what SEND pupils can achieve. The curriculum is not diluted or unnecessarily reduced for SEND learners.

## **Individual needs**

We understand that every pupil is different and so, what works for each pupil will vary. There are general practices which are likely to improve learning and achievement for SEND pupils, but the success of any adaptations will depend on how pupils' individual needs have been considered and met.

## **Curriculum Planning**

SEND pupils, like all pupils, benefit from careful consideration of the components of a curriculum. These should be introduced in manageable 'chunks'. The size of these chunks might differ between different groups of pupils depending on their individual needs. The chunks should be sequenced in a coherent way to enable pupils to build on prior knowledge. Too much information at once can be a barrier to learning and can reduce the chances of pupils remembering what they are being taught.

## **Instruction and Working Memory**

SEND pupils will benefit from instruction which is matched to their needs. This means that teachers choose methods of instruction (e.g. precision teaching) which increase the chances of SEND pupils being able to pay sufficient attention to the curriculum objectives while understanding that overly elaborate tasks can make it more difficult for SEND pupils (particularly those with receptive language delay) to learn the curriculum content. We ensure that working memory is always considered. Where working memory is an issue for SEND pupils, it can be effective to reduce extraneous load as much as possible as well as isolating key information when teaching. We support pupils to pay attention to the content which they are expected to learn.

The general principles for effective teaching are just as relevant for pupils with SEND, who generally do not benefit from differentiated teaching, activities or resources to achieve a curriculum goal. Differentiation is not the same as targeted teaching, such as the repetition of phonic knowledge. Teachers use a phonics approach to address gaps in phonic knowledge. Pupils with SEND are very likely to need much more frequent repetition as they learn GPCs our 'Keep up' & 'Catch Up' programmes help with this. For a minority of identified pupils, the 'Look & Say' method of reading is taught alongside daily phonics.

## **Organisation**

The reading curriculum planned at Bradwell Village School enables children to build on what they have previously learned with different starting points for individual children. The programme of study progresses from year to year. Concepts may be revisited but at different levels and in different contexts. Children experience reading in many different forms including guided reading lessons, phonics sessions, being read to by staff and peers, being heard read by staff and peers, developing inference through the use of picture books, age-appropriate spellings and through the spoken word including discussions about books and texts.

### **Remote learning**

Children have access to learning resources delivered through Padlet or Google classrooms and they are able to respond to the tasks set either through the above platforms or by emailing their work to their class teacher.

### **Assessment and Impact**

Assessment will include formative, diagnostic, summative and evaluative elements to enable effective planning. Teachers make ongoing regular assessments of each pupil's progress and record these systematically using a spreadsheet linking to the national curriculum statements. We use a range of resources as part of our assessment process to identify what the children know already and ensure quality first teaching and interventions matches the children's needs and addresses the gaps in their learning. These assessments are tracked and monitored on a half termly basis.

As a school we have two waves of assessment, which are as follows:-

#### 1) Ongoing assessments (assessment for learning)

This involves the teacher's use of assessment opportunities within lessons to determine pupils who require further support and intervention and those who are ready to progress further thus ensuring that the learning journey is personal for all. The outcomes of these are recorded through annotations on planning and are used to inform future lessons. Progress in reading is also recorded in the pupil's reading record.

#### 2) Formal Assessments (assessment of learning)

At the beginning of an academic year the children are assessed using the Salford Reading assessment to determine a reading age. This is used to inform planning, update progress against key objectives using Target Tracker and data entry.

Phonics – those children that are receiving phonics as part of their on-going curriculum or an intervention undertake a half-termly RWI assessment to demonstrate progress against sound recognition and application.

Accelerated Reader/Myon gives a details overview of each child's reading progress

EAL children are assessed using NALDIC (National Association for Language Development in the Curriculum). These assessments assess children's development of communicative behaviour in class and language for learning through listening, speaking, reading, and writing. NALDIC also includes some aspects of personal development likely to be significant for bilingual learners, such as readiness to speak to others in the classroom.



Using Headstart Termly Reasoning Tests, pupils are assessed against NC objectives. The school's progress tracking system is updated termly. National curriculum tests are used at the end of KS2; teachers use past and sample papers to inform their assessments as they prepare pupils for these assessments. Across KS2, diagnostic and impact assessments are used to support the quality of teaching across the school. Teachers use this data to plan appropriate interventions which target specific learning objectives to help close the gap.

### **Monitoring and Evaluation**

Members of the SLT and the subject leader for reading monitor and evaluate the quality and standards of reading throughout the school, through learning walks, lesson observations, work scrutinise, book monitoring and data analysis. The subject leader for reading provides feedback to staff and works alongside teachers to ensure reading is taught effectively. Regular staff meetings also provide opportunities for all teachers to review the scheme of work, policy, and published materials as well as undertaking training in order to increase the effectiveness of the provision of reading at Bradwell Village School.