Reading Policy
Burnside Primary School

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At Burnside Primary School we believe that the curriculum in English prepares all pupils to lead an enriched, fulfilling life by teaching the skills they need to communicate effectively and confidently with others, using the spoken and written word. We aim to promote a life-long love of reading which develops their cultural, emotional and intellectual awareness so they can participate fully in the world around them.

Intent

Aims for Reading

- To enable our children to become accurate, fluent and responsive readers.
- To enable our children to read with understanding.
- To develop a lifelong love of reading.

To develop our pupils as readers we:

- Teach them to read accurately and fluently using a range of strategies and with an emphasis on phonics.
- Help them to understand and respond to what they read using prediction, inference, deduction and explanation where appropriate.
- Allow the opportunity for children to reflect on and discuss what they have read, including the language and punctuation choices made by the author.
- Enhance their understanding of a variety of text types including non-fiction, fiction and poetry.
- Encourage them to develop a love of reading and become confident, fluent and independent.
- Teach them how to seek information and learn from the written word.

Implementation

Curriculum Organisation

At Burnside Primary School, rich and varied experiences are provided for pupils to draw on in their writing and reading and span the whole curriculum (eg. visits/visitors/drama/outdoor activities/fund raising/competitions)

In the Foundation Stage, the skills of listening, attention, understanding and speaking are encompassed in the prime area of Communication and Language and are fundamental to

allow children to be successful in all other learning. In Key Stage 1 and 2 reading skills are delivered through the specific area of Literacy and enhanced in cross - curricular activities.

In each classroom, there is a wide range of non-fiction and fiction books from a range of publishers. Teachers provide activities which are interesting and motivating and provide the best context for increasing children's knowledge about the English language. It is also necessary to focus separately on aspects of knowledge about the language such as phonics and grammar so that children learn what they need to know in a systematic way.

Our teaching is planned from the Early Years Framework (EYFS Framework) and the National Curriculum. We plan literacy sessions flexibly and ensure that the appropriate balance of whole class, group and individual teaching is retained. Some more time in the week is set aside for reading when this is appropriate (for example, in the form of intervention groups).

We make clear to children the qualities and success criteria we are looking for in their work and make them aware of the next steps through oral feedback and marking.

Approaches to Spoken Language

It is essential that children develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently. We also aim for pupils to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively. We achieve this by:

- giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage a respect for the views of others
- being aware that, as adults, we act as a model when speaking and listening in our day-to-day interactions
- helping our children to articulate their ideas
- by providing opportunities for children to talk in a variety of situations and to a variety of audiences (eg. individual, partner, group, class, assemblies, performances).
- by developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, ask and respond to questions appropriately.

Approaches to Phonics

The teaching of phonic skills is embedded in English teaching within classes. Throughout Reception and Year 1, activities/routines such as listening games, shared reading and singing develop phonic awareness.

In Reception and Key Stage 1, phonics is also timetabled to be taught daily in planned sessions based on the "Letters and Sounds" programme. Children are taught to segment and blend words and apply their learning for reading decodable and tricky words. A wide

range of activities are used by practitioners to help children achieve the goal of fluent word recognition.

Children are taught together as a class during English sessions. In addition, 'Catch Up' and 'Enrichment' groups operate to allow children to embed and apply their learning further. These are influenced through ongoing assessment which is recorded on a phonics tracker.

Towards the end of Year 1 all children will take part in the national phonics screening test. They will achieve either a pass or fail. If a child fails the screening test they will continue to have targeted phonic input before retaking the test in Year 2. If a child is still not successful, he/she will receive additional intervention work, using a different approach (eg. PAT)

Approaches to Reading

Pupils have opportunities to undertake both guided and independent reading through the use of individual and class texts. It is important that books develop both reading skills and encourage a love of reading. Therefore, when children are first being taught how to read, they are exposed to texts which develop their phonic skills (appropriate to the phonic phase they are learning at the time) and they also choose a book of personal interest which may be shared with an adult. As they develop as reader, pupils read from levelled books and, when it is felt appropriate for individual children, they may become 'free readers' and choose from the class library.

Reading skills are also developed through the use of VIPERS (an approach designed to develop comprehension skills through the use of content domains). By adopting this, children are exposed to different questions which require responses linked to vocabulary, inference, prediction, explanation, retrieval, sequencing and summarising. These are explored through class texts and other shorter texts which are relevant to the genre of writing they are focusing on that particular week. Both National Curriculum Objectives and VIPERS are also covered during group guided sessions, where comments are recorded to monitor progress.

Teachers will also read out loud to their pupils on a regular basis, in order to act as a model of a competent reader.

I.C.T.

The use of electronic texts/comprehensions are also used to promote reading at Burnside. 'Lexia' is used to help those children working on phonic skills. Children in Years 2 and Year 3 access 'Accelerated Reader' which is a computer-based program that is used to monitor reading practice and progress. Associated quizzes act as formative assessment and tests at the beginning and end of the year help teachers make judgements on annual progress. By the time pupils reach Year 4, a different web-based program is used until Year 6 ('Reading Plus'). This fresh approach not only serves to boost interest levels but also introduces the actual reading of texts online, targeting reading speed, comprehension and vocabulary. Assessment is a built in element of 'Reading Plus' so it is also a useful tool for teachers to use when tracking reading.

Assessment

Children in the Foundation Stage have their attainment on entry assessed by observations and their progress is tracked and monitored through the use of Early Years Outcomes throughout Nursery and Reception. The Foundation Stage profile will indicate if children are reaching expected levels by the end of Reception and will be used in transition into Key Stage 1.

In Key Stage 1 and 2 children are assessed formatively through questioning and marking to ensure that teachers understand where children are currently in their learning and what their next steps need to be. Work produced, observations and discussions all play a vital role in helping teachers make judgements about pupils. In group guided reading, comments linked to VIPERS track progress. Our ICT programmes also allow for the rigorous monitoring of reading.

As well as national statutory assessments, termly non-statutory tests are carried out in reading from

Years 2-6. This again helps teachers to make judgements about a pupil's progress and attainment.

Pupils' progress in reading is recorded on a school tracker termly and monitored through pupil progress meetings.

Parents and the Community

We recognise how crucial the home/school link is for supporting children and promoting the highest standards of achievement in literacy. Children are provided with a reading diary which enables communication channels between staff and parents when pupils are reading outside of the school environment. We encourage children to read as regularly as possible with an adult at home.

Class teachers communicate what will be covered in English via a termly letter to parents. Phonics/reading meetings are also held for parents of Reception children to explain our school approach. Parents are also invited into school to share in the love of reading during activities such as World Book Day and reading breakfasts.

Burnside also welcomes the community into school to promote reading. Through our links with the local church, members of the congregation volunteer to come into school once a week to enjoy books with our pupils. This is a sharing experience which helps develop so many skills in our pupils including fluency and communication skills.

S.E.N.D.

- Children with special needs will be identified and work within their individual level. If needed, they will have a support plan and will work with support under the direction of the class teacher. A range of literacy intervention programs run to target those children who need extra help including Lexia and PAT.

Equal Opportunities and Inclusion

To develop our pupils as readers, we consider the needs of all children.

- All children are given access to a broad and balanced English curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs and outlined in support plans.
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (E.A.L.) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

End of year expectations

To assist children on their journey to become accurate, fluent readers, staff will be aware of end of year expectations and will strive to help children achieve these. **(See Appendix)**

Curriculum Impact

We strive to develop literate and articulate children who are prepared for their secondary education and later life. We challenge children of all abilities, in order for them to reach their reading potential. Through engaging lessons, we also aim to foster an enjoyment of texts which they retain for the rest of their lives.

Role of the Subject Co-ordinator

The English lead will monitor the implementation of this policy and review and amend it as necessary. Monitoring of standards in reading will be undertaken through:

- Observation of lessons
- Scrutiny of pupil books
- Discussion with pupils
- Moderation of pupil work
- Analysis of SATs results to identify areas for development

The English co-ordinator will also be responsible for reporting to the Governing Body on standards and developments in reading on an annual basis. A subject improvement plan will

detail steps needed to progress standards in reading. This will be updated termly and reviewed annually.

Appendix

End of year expectations in word reading

Year Group	Word Reading
Text Types	**All reading skills should be taught across a range of texts including fiction, non-fiction (including poetry, text books reference books).**
Y R	• Children read and understand simple sentences. • They use phonic knowledge to decode regular words and read them aloud accurately. • They read some common irregular words. • They demonstrate understanding when talking with others about what they have read.
Y 1	• Applies phonic knowledge to decode words • Reads CEW with some fluency • Uses picture and context clues • Read aloud with confidence, fluency and expression, taking account of punctuation when reading (Eg. pause at full stop; raise voice for question)
Y 2	• Read accurately words of 2 or more syllables • Read most words containing common suffixes • Read most common exception words In age appropriate books, the pupil can: • Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to concentrate on their understanding, rather than decoding individual words • Sound out most unfamiliar words accurately and without undue hesitation In books that the pupil can already read fluently, the pupil can: • Notice when reading does not make sense, correcting inaccurate reading
Y 3	• Reads age appropriate texts at speed which allows focus on understanding as opposed to decoding individual words • Experiments with different pronunciations when reading unfamiliar, longer words • Reads a range of texts with fluency, understanding and expression • Begins to select the most effective strategy • Self corrects without prompting when necessary
Y 4	• Reads most words effortlessly at a speaking pace, demonstrating understanding and expression

	• Reads further CEW noting unusual correspondences between spelling and sound and where these occur in words
Y 5	• Reads at a reasonable speaking pace • Reads most words effortlessly • Pronounces unfamiliar words with automaticity
Y 6	• Reads confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books • Determines the meaning of new words by applying knowledge of root words, suffixes and prefixes • Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience

End of year expectations in reading

Year Group	Vocabulary	Infer	Predict
Text Types	**All reading skills should be taught across a range of texts including fiction, non-fiction (including poetry, text books, reference books).**		
Y R	• Knows that print carries meaning and, in English, is read from left to right and top to bottom	• Beginning to show an understanding of the elements of stories such as main character, sequence of events and openings	• I can make simple predictions (using pictures/front cover)
Y 1	• I can discuss word meanings, making links to known words.	• I can make inferences based on what I have read (Eg. Why was … feeling ….?)	• I can make simple predictions (using text and/or pictures)
Y 2	• I can discuss and share my favourite words and phrases. • I can clarify the meaning of new words through discussion, and by making links to known vocabulary. • I can draw on the vocabulary provided to demonstrate an understanding of what has been read.	• I can make inferences based on what I have read. (Eg. Why did …. do ….? Why do you think the author said …..?)	• I can make predictions on the basis of what has been read so far.

Y 3	• I can discuss words and phrases that capture the reader's interest and imagination. • I can begin to explain the meaning of words in context. • I can offer reasons for authors' choice of vocabulary.	• I can infer reasons for actions and events.	• I can predict what might happen from details given and implied (eg. What will happen after this?)
Y 4	• I can identify how language contributes to meaning (Eg. when analysing character/mood/setting).	• I can offer inferences, explaining my rationale and making reference to the text as appropriate.	• I can predict from details given and implied, explaining my rationale. (Eg. What does this paragraph suggest will happen next? What makes you think this?)
Y 5	• I can begin to identify figurative and descriptive language which has been used for effect. • I can infer the meaning of unfamiliar words from context.	• I can draw information from different parts of the text to infer meaning.	• I can predict from details given and implied (eg. Do you think the choice of setting will influence plot? Why do you think this?)
Y 6	• I can comment on how language, including figurative language, is used to contribute to meaning.	• I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and I can justify inferences with evidence (Eg. through the use of use PEE - Point, Evidence, Explain)	• I can predict from details given and implied, explaining my rationale (eg. Do you think … will happen? Explain your answer using evidence from the text.)
Year Group	**Vocabulary**	**Infer**	**Predict**

End of year expectations in reading

Year Group	Explain	Retrieve	Sequence and Summarise
Text Types			

	All reading skills should be taught across a range of texts including fiction, non-fiction (including poetry, text books, reference books).		
Y R	• I can choose a favourite book from a given selection and say what I like about it.	• Beginning to show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how • Demonstrate understanding when talking with others about what they have read	• I can talk about the beginning and end of a book.
Y 1	• I can explain my understanding of what I have read.	• I can answer questions about a story I have read (Eg. Who did …? Where did …? When • did …?)	• I can retell, using significant events and main points in a sequence.
Y 2	• I can participate in discussions, offering opinions and explanations about books, poems and other materials, including how items of information relate to each other.	• I can find the answers to questions in non-fiction, stories and poems (Eg. Why did … happen? How did ..? How many …? What happened to …?)	• I can identify sequences of events.
Y 3	• I can offer explanations for layout or organisational features used within a text.	• I can find the answers to questions in a wide range of fiction, poetry, non-fiction, textbooks and reference books (Eg. How would you describe this story/text? What genre is it? How do you know?)	• I can begin to summarise what I have read.
Y 4	• I can explain how meaning is enhanced through use of language.	• I can retrieve and record information from a variety of different text types, including the consideration of viewpoint (Eg. character perspective and author viewpoint)	• I can identify the main ideas drawn from more than one paragraph and can summarise these.
Y 5	• I can explain how content is related.	• I can answer questions relating to fact and opinion when reading non-fiction.	• I can summarise and present stories in my own words.

Y 6	• I can explain the themes and patterns that develop across the text.	• I can retrieve information effectively using organisational features. • I can record and present information I have retrieved from non-fiction texts.	• I can summarise the main idea from more than one paragraph.
Year Group	**Explain**	**Retrieve**	**Sequence and Summarise**