



English Reading Policy

Date: September 2023

Review: September 2024



Curriculum vision and values

At Bingham Primary School, we provide our children with outstanding educational opportunities in an inspiring environment. Our whole school community work together in partnership to ensure that all our children develop a lifelong love of learning, a positive attitude, and the confidence to grow and thrive as individuals and future citizens.

Our curriculum reflects our core values. At Bingham Primary School, we believe in:

- Making learning fun and inspirational so that children will enjoy their schooling
- Fostering positive attitudes, respect and inclusivity so that all our children feel safe and valued
- Building confidence in our children so that they can solve problems, show resilience and work effectively as a team

The Bingham Belief

The 'Bingham Belief' encompasses all our Vision and Values in the phrase:

"We believe that if we work hard and never give up, we can achieve anything!"

Our school song helps the children to understand our vision and values, as well as the expectations and aspirations we have for their development as members of our school community.

*"We can be who we want to be. Everything is in reach for me.
We love learning, which is fun. Solving problems, with everyone.
We are polite, and we care for all. Include everyone, don't give up if we fall.
We can be who we want to be. Everything is in reach, for me."*

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'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

Introduction

At Bingham Primary School, we want every child to leave school with a love and respect for books. Our aim is for every child to become a fluent and expressive reader, who accesses books regularly for both pleasure and to acquire new knowledge. We want all children to reach age related expectations or make accelerated progress from their starting point. We hope that the children's enthusiasm for reading continues beyond their time at Bingham Primary School, and throughout their life.

Aims

The aims of teaching reading in our school are to develop pupils who:

- Have the phonetic knowledge and skills, to be able to read systematically and with fluency.
- Be enthusiastic readers, who strive to progress to a higher level of reading material.
- Read often, both fiction and non-fiction books, from a range of genres, and discover particular favourites.
- Read a range of classic and contemporary poetry.
- Show respect and care for books.
- Enhance their vocabulary through reading, and apply it within their writing.
- Develop their reading in all subjects to support their acquisition of knowledge.
- Have a love of reading and share this with others, discussing what they have read.
- Read for pleasure both at home and school on a regular basis.
- Through their reading, develop culturally, emotionally, intellectually, socially and spiritually.
- Develop good comprehension; drawing from their linguistic knowledge.
- Know a range of authors, and discover personal favourites.
- Find inspiration from books and use them to influence their writing.
- Feel part of community, who share a common interest in reading

Curriculum

At Bingham Primary School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle

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unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Early Reading and Phonics

Daily Phonics lessons in Reception Year 1

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.

Teach Reading: Reading practise sessions three times a week

We teach children to read through reading practice sessions three times a week. In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that

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they quickly learn to blend and can begin to read books. The reading practise sessions:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

Ensuring consistency and pace of progress

Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load. In addition to this:

- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Guided Reading

In Year 2, children who are ready to move away from phonics are introduced to 'Little Wandle Bridge to Spelling', and 'Little Wandle Fluency'. 'Bridge to spelling' follows the pattern of a phonics session, but focuses on building on prior phonics knowledge and learning spelling rules. 'Little Wandle Fluency' is a small group guided reading approach. Children receive 4-5 small group reading sessions per week, focusing on a 'Fluency' text. Reading planning will follow a cycle where the children will get to know a text, exploring a new chapter each day. They might also look at links between texts of similar genres and make comparisons. This will prepare them for moving on to whole class Guided Reading in KS2.

In KS2, when children are fluent readers, they are taught to read through a whole class Guided Reading approach. This provides children with opportunities to explore new vocabulary, predict, infer, evaluate, and

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sequence, as well as exposing children to a wide range of text extracts including (but not limited to) biographies, narrative, play-scripts and poetry. High quality texts, both whole books and excerpts, are used to facilitate this approach.

Reading for pleasure

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Bingham Primary School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- The school library is available for classes to use. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).
- We have a reward system in place for children who read regularly. Each week, a child is chosen to receive a 'golden ticket' who has shown they have worked particularly hard at reading. They exchange their ticket for a golden coin to use in the 'Reading Vending Machine', and receive a brand new book to keep and take home.

Assessment and Recording

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class to identify children needing Keep-up support
- weekly in the Little Wandle Review lessons to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment for Reception and Year 1 is used:

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- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:

- in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
- with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
- to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.

A placement assessment is used:

- with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

The Rapid Catch-up assessment is used

- with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

SEND/Pupil Premium

All children will receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work and intervention additional to and different from their peers in order to access the curriculum dependent upon their needs. Some examples of additional support and opportunities include:

- An individual reading system, which is in place for Pupil Premium students and those pupils who have limited opportunities to read at home. This allows these children to have additional opportunities to read on a regular basis to a designated adult. The children will develop a relationship with an adult, whom they will share stories with and develop a shared love of books.
- Children will have opportunities to become librarians when they demonstrate a care and respect for books. They will be responsible for

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developing the environment, recommending stories, and keeping the books organised and in a good condition.

- To foster children's interests, children will have opportunities to visit local libraries and bookshops and take part in additional workshops with storytellers and authors, visiting the school.

Resources

Subject leaders carry out a full resource audit, annually. This can be found in the appropriate subject leader file. Additional purchases are made throughout the year where need arises to ensure staff and students have access to everything they need to be able to access the curriculum.

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We are aware of the need to review the school Reading policy regularly so that we can take account of new initiatives and changes within the school.

The Local Governing Body, at their meeting in _____, adopted this policy. It will be reviewed in _____.

Signed:

_____ (Head Teacher)

_____ (Chair of LGB)