



# Barley Fields Primary School

## Reading Policy

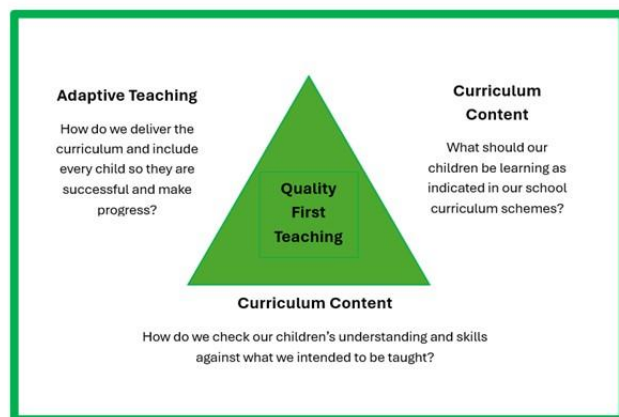
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| <b>Prepared by:</b>                    | <b>Head Teacher /English Team</b> |
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## 1. Curriculum Statement

At Barley Fields Primary we have designed our curriculum based on a curriculum model by John Tomsett (2023).

**Quality first teaching is the primary function** of our school and we use a teaching model that includes an inter-relationship of three pedagogical aspects: **Subject Content, Adaptive Teaching and Effective Assessment.**

**Subject content** for reading is coherently planned and progressively sequenced for all subjects and meets the statutory requirements of the National Curriculum and more. Differentiated layers of curriculum planning are effective in supporting teaching and learning across the school and teaching resources have been created with a consideration of the foundational knowledge, vocabulary and skills children need to achieve well. Planned lesson content is sequential and extends/builds on previously taught knowledge and skills.

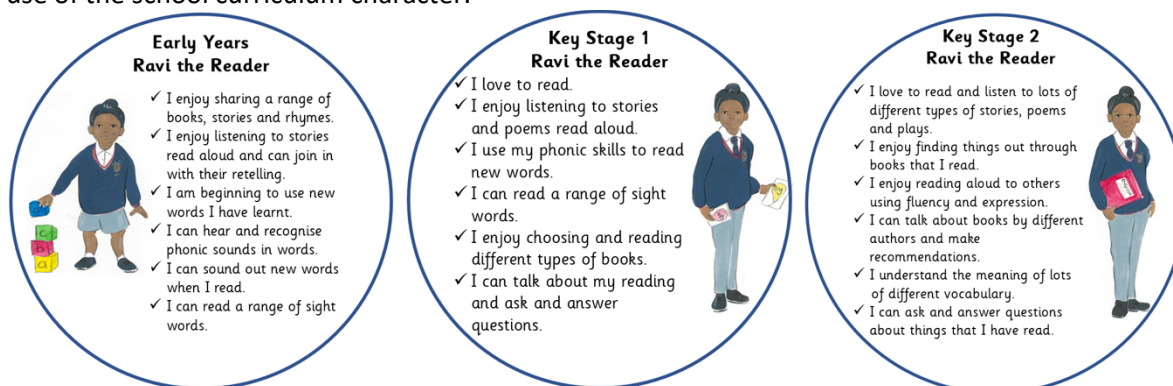


### Intent - This is what we want for our children.

A passion for reading and a love of books is central to our educational ethos at Barley Fields Primary School. In every year group, we aim for all children to discover the joy in reading high-quality children's literature and enjoy books by a range of authors. We believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them. We want all children at Barley Fields to find pleasure in reading and enjoy escaping into the worlds of imagination it has to offer; reading is used as a platform that allows our children to see beyond what they already know, share in a range of experiences and develop vocabulary and knowledge of the wider world. We aim to nurture the behaviours that children will need to be discerning and critical readers through quality-first teaching, utilising a sequence of teaching strategies.

Our central aim is to ensure every child becomes an enthusiastic, fluent, competent and independent reader in order that they can access the rest of the curriculum. We endeavour to build home-school partnerships that enable parents and carers to have the confidence to support their children with reading at home.

Our curriculum characters for Reading are designed to represent the curriculum end points as children progress through school. Our children are regularly exposed to the core skills and knowledge needed to develop as a reader with the use of the school curriculum character.



## 2. Roles and Responsibilities

### English Leadership

The English leads in each key stage are responsible for:

- Formulating and updating the Reading policy when appropriate
- Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible
- Assisting in the development and review of the curriculum map – long term scheme of learning and medium-term scheme plans.

- Ensuring the Reading curriculum is shared, understood and followed by staff.
- Monitoring and evaluating the implementation and impact of the Reading curriculum
- Ensuring appropriate resources are available and regularly updating them within the limits of the school budget and according to needs
- Keep up to date with new developments in Reading and attending relevant CPD
- Disseminating information, as it is received from any external source, to staff and children
- Encourage other members of staff in their teaching of Reading and give support where appropriate
- Ensure that Reading maintains a strong profile within the school, through displays etc
- Liaison and partnership working with the PRST English Working Party

### Teachers

- Responsible for planning and delivering the Reading curriculum in line with the school long term and medium-term schemes of learning
- Delivering high quality, interactive and adaptive teaching which facilitates children's progress in Reading.
- Accurately assessing children's progress and attainment in Reading in line with school expectations.
- Providing regular communication and feedback to parents in relation to their child's reading progress and attainment

### 3. Teaching Pedagogy

At Barley Fields Primary School, we have adopted the adaptive teaching model, which emphasises high challenge for all. We aim to encourage all children to reach their full potential through the provision of varied opportunities and responding and adapting our teaching to the children's individual needs. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

Using current research, we have carefully designed a progressive and structured reading curriculum which evolves as our children progress through the school. Each year group teaches reading utilising a variety of approaches and teaching strategies which we have carefully selected and chosen to match the needs of our children. These include:

| Reading for pleasure                                                                | phonics                                                                             | individual reading                                                                  | group reading                                                                       | whole class reading                                                                   | Reading Plus                                                                          |
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These strategies guide children on their reading journey in their development of fluency, understanding and skills development.

**Reading for Pleasure** – is central to our reading curriculum and children should have opportunities to hear stories and books read aloud to them. We want our children to enjoy reading and to value the worlds in which they can escape and the learning it can unlock. The environment should promote reading positively and the school should seek opportunities to promote reading at home and support parents in helping their children make progress.

**Phonics** - the school has devised a bespoke and progressive phonics programme followed from nursery to the end of Year 2. This scheme has clear teaching guidance, small step progression and guidance on providing effective intervention support for staff. Staff receive regular updated training in the use of the schools phonic programme and its resources.

**Individual Reading** – this strategy is used for children to read individually to an adult in school. Some children will benefit from one-to-one reading with an adult in order to facilitate and accelerate their progress. The school effectively uses volunteers to support children who need additional individual reading support.

**Group Reading** – this strategy involves children reading collectively in a small group alongside children of a similar ability. This allows the teacher to carefully plan and deliver reading teaching linked to children’s abilities and to use detailed planning documents to track and monitor progress.

**Whole Class reading** – as children become increasingly fluent and proficient readers teachers use a whole class approach to teaching reading. This includes sharing a class text, analysing and developing vocabulary and comprehension skills.

**Reciprocal Reading** - is an interactive, structured approach to teaching reading comprehension that encourages collaboration and critical thinking. It is designed to help children actively engage with texts and provides them with a model of reading independently for understanding. Reciprocal Reading is centred around four key strategies:

- Predicting: children anticipate what the text will be about based on the title, heading, images or sections previously read. This strategy activates prior knowledge and sets a purpose for reading
- Clarifying: children identify and work out the meaning of unfamiliar words, phrases or ideas. They use context clues, root words or a dictionary to find meaning.
- Questioning: children pose questions about the text to check understanding and explore deeper meanings.
- Summarising: students briefly recount the main ideas or themes of the text, focusing on the most important information.

**Reading Plus-** is an online platform used in KS2 to support children’s reading. It supports reading comprehension in addition to encouraging children to read fluently and at an appropriate speed.

The teaching of reading is a timetabled part of every day and all teachers utilise the strategies identified above in order to effectively deliver the curriculum. Our medium-term schemes of learning ensure children experience balance within the curriculum and different teaching strategies are employed as the children develop more independence in their reading.

We utilise a book band system which grades our reading resources to age related expectations. Each level has its own colour and in the emergent stages, a selection of different phonetically matched reading scheme books are used to support early reading. Children in EY and KS1 begin with decodable reading books linked directly to their phonic skills and at the base of our curriculum we use progressive and decodable reading schemes by Smart Kids and Schofield and Sims. Primarily, for our emergent we use resources from DFE-approved published schemes including:

|                                                                                     |                                                                                     |                                                                                       |
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| <b>Smart Kids<br/>Letters and Sounds</b>                                            | <b>Schofield and Sims<br/>My Letters and Sounds</b>                                 | <b>Floppy's Phonics<br/>and Oxford Reading Tree</b>                                   |

The book bands provide a pathway of reading progression and support teachers in making decisions to meet the needs of individual pupils, bringing variety and depth to children’s reading diets. Using banded books, children are able to choose books freely from a structured range of texts making reading independent and enjoyable. At each key stage, children have the opportunity to choose ‘real’ books that appeal to their reading tastes whilst also matching their ability. In key stage two, book bandings link to the expected children’s reading levels, interests and the complexity of the texts that they encounter.

We actively involve parents in the teaching of reading . Every child will bring reading materials home daily along with a personal Reading Record. This book is used across the school and we ask parents to make constructive comments and record when children practice their reading at home. We value parent support in completing the Reading Record as it has a major impact on children’s progress.

#### 4. Curriculum Progression

### **Early Years Foundation Stage**

In the Early Years, the main aim of the curriculum is to foster a love of reading. Children are immersed in regular story sharing sessions across all areas of learning. The aim of this is to introduce them to a wide range of texts, vocabulary and experiences. Continuous provision throughout the key stage, provides children with the opportunity to explore and make sense of the stories they have heard through role-play, small world and other creative activities. To support this, children are encouraged to take home a 'Book for bedtime' to share with their family. In Reception, teachers record a weekly story which is uploaded to Seesaw for families to enjoy at home. All of this is underpinned by the sequential, progressive phonics curriculum. Children begin their phonic journey in Nursery, taking part in regular phonics sessions with a specific focus on phase 1 skills. This is then built on in Reception where children are systematically taught phase 2 and 3 sounds.

### **Key Stage 1**

In KS1, children build on the reading skills they have learned in the Early Years. Children continue to take part in regular phonics lessons and follow a rigorous and progressive scheme of learning. Children work in fluid groupings and follow specific phonics phases linked to their age/stage of learning. Children also have regular opportunities to read with an adult in school. Some children read on a 1:1 basis or in a group with children of a similar ability. Children are encouraged to read aloud to practise their decoding skills, develop their fluency and practise their oral comprehension. In Y2, children are introduced to whole class reading where they are given the opportunity to read and respond to a range of texts. They develop their skills in retrieval, predicting, vocabulary understanding, sequencing and inference. Teachers regularly share books from the school reading spine to foster a love of reading in the classroom. There are regular opportunities for formative and summative assessment throughout the year. All children are encouraged to share books from school with their adults at home and these books are matched to their phonic ability. Children also can take home a 'book for bedtime' to foster the love of reading at home. The partnership between school and home is maintained through open dialogue and regular communication in children's reading records.

### **Lower Key Stage 2**

In LKS2, children build on the reading skills they have developed in KS1. In Autumn Term of Y3, children revisit phase 6 sounds with a focus on spelling. Those children who have not yet secured phase 6, have support to embed this through intervention. Children continue to read regularly with an adult in school. They read as a group with children of a similar ability or on a 1:1 basis. Children are encouraged to read aloud to develop their fluency, pace and oral comprehension. In addition to this, children take part in whole class reading sessions, where they are given the opportunity to read and respond to a range of texts. They develop their skills in retrieval, predicting, vocabulary understanding, summarising, sequencing and inference. Teachers regularly share books from the school reading spine to foster a love of reading in the classroom. There are regular opportunities for formative and summative assessment throughout the year. All children are encouraged to share books from school with their adults at home and these books are matched to their reading ability through the book band system. The partnership between school and home is maintained through open dialogue and regular communication in children's reading records.

### **Upper Key Stage 2**

In UKS2, reading development builds on the skills acquired throughout school. In year 5 and 6, children are encouraged to become independent, confident readers who can enjoy, comprehend, analyse and evaluate a wide range of texts. Children continue to refine their reading fluency, focusing on reading with appropriate pace and accuracy both on Reading Plus, during reading lessons and when reading independently. Children are provided with a wide range of opportunities to read texts aloud to develop expressive and fluent reading: children read both modern texts and classics to understand the breadth of literature. Emphasis is placed on understanding increasingly complex texts including fiction, non-fiction, poetry and scripts. Reading is used as a tool for expanding vocabulary with attention to understanding unfamiliar words in context. Students are then encouraged to use new vocabulary in wider contexts. Children have access to our library, and we appoint librarians who promote a life-long love of reading. Independent reading is promoted and celebrated throughout the key stage. Children take ownership of their independent reading in UKS2, choosing texts that they are interested in. They record their responses and thoughts to these texts independently in a Homework Diary where adults can also pass comment on the child's reading progress. Children share their responses to texts in a number of ways: verbally in conversation, with a written comment or in a more creative way such as drawing. Adults foster a love of reading in the area, talking about books with children, sharing what they read and reading aloud daily.

Through reciprocal reading sessions, children are encouraged to discuss their interpretations of texts and develop skills to support opinions and thoughts with evidence, enhancing their critical thinking. These sessions focus on four key strategies: predicting, clarifying, questioning and summarising. The process encourages children to become more confident independent readers who can learn to apply these strategies to new texts independently. In whole class reading sessions, emphasis is placed on learning to retrieve information, infer meaning, identify themes, analyse content and understand authorial intent in texts.

Children's reading skills are assessed through written and oral responses, comprehension tasks and discussions. Children who need it are supported with 1:1 reading support, whether this be for fluency or understanding, so that all children are equipped with the skills they need to leave us with the skills and confidence to engage with the demands of secondary-level reading and beyond but more importantly, to enjoy reading as a lifelong habit.

## **5. Assessment**

Assessment forms an integral part of teaching and learning in the Reading curriculum. This is done formatively as part of the adaptive teaching model in school; observing children reading aloud, listening to their responses to questions in relation to the expectations set out on our curriculum schemes of learning.

Teachers assess the children's work in reading both by making informal judgements as they observe them during lessons and by completing summative assessments of their skills gauged against specific end points set out for each year group.

Teachers meet regularly both internally and across the Trust to review individual examples of work against age related expectations.

Summative assessments are reported termly for whole school analysis and tracking of pupil progress.

## **6. Inclusion - Equal Opportunities and SEND**

All children will be treated equally and will be given equal access to the Reading Curriculum irrespective of gender, ethnic origin, disability, culture or socio-economic background. All children will be treated with respect and spoken to in a positive manner.

The Reading curriculum will be adapted according to the needs of the children. If a child needs specialist equipment or software to access the curriculum, the school will, when practically possible, source the appropriate equipment.

If a child has an EHCP plan and is not able to access the curriculum at the same level as his/her peers, then provision will be made for the child to access the curriculum at their own level.

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

## **7. Resourcing**

In school we have an extensive and rich literary environment with the provision of high-quality reading materials in all areas of the school including fiction, non-fiction, poetry and reference books. Teachers enhance reading for pleasure by providing a wealth of rich texts linked to classic and contemporary children's authors as well as the wider curriculum. Class readers, from each year group's reading spine, are enjoyed by teachers and children alike.

## **8. Monitoring and Evaluation**

The monitoring of the standards of children's work and the quality of teaching in Reading is the responsibility of Key Stage Leads. To monitor and evaluate the curriculum provision and outcomes in Reading the subject leads will:

- Support teachers by explaining the progressive curriculum map, discussing the key concepts and skills in reading, co-planning, team teaching, observing and giving feedback.
- Monitor the delivery of the curriculum against the progression contained in the medium-term schemes of learning.

- Advise the SLT on writing resource provision.
- Work co-operatively with the SENDCo to provide support for children with SEND.
- Discuss regularly with the Head Teacher the progress with implementing this policy in the school.

#### **9. Health and Safety**

- Children will be given suitable instruction on the operation of all equipment before being allowed to work with it.
- Children should be strictly supervised in their use of equipment at all times.
- Children should be taught to respect the equipment they are using and to keep it stored safely while not in use.
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

#### **10. Policy Monitoring and Review**

**This policy will be reviewed at least every two years.**

Any questions or concerns regarding this policy should be made to the Head Teacher or a member of the English team.