

Primary Reading Policy



Our Vision
RESPONSIBILITY
RESPECT
RESILIENCE

A shining light in our community

You are the light of the world. A city on a hill cannot be hidden. - Matthew 5:14b

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Intent

At Bradford Academy we know that reading is fundamental to our children's education. For the child, it is essential to their cultural, emotional and academic development and therefore provides them with the tools they need to participate fully as a member of society. We believe that a quality reading curriculum should develop fluent, confident readers as well as igniting curiosity and a love of reading. Because of this, we have a rigorous and well organised reading curriculum that provides many purposeful opportunities for reading and exploring high quality texts. It is broad and ambitious, rich in skills and knowledge and builds on their understanding of the importance of Christian and British values. Reading is at the forefront of everything we do and we are committed to providing a reading curriculum that means our children become lifelong, attentive, skilled readers who thrive in wider society.

Our curriculum closely follows the aims of the English programmes of study in the 2014 National Curriculum to enable all children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary for reading and spoken language
- 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

These aims are embedded across all reading focussed lessons and the wider curriculum. We provide the means for children to develop secure knowledge and skills in reading, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment ensures that we are able to provide targeted support so that all children experience success in reading.

Implementation

1. Early Reading and Phonics

At Bradford Academy we aim to teach the skills of reading and a love of reading so that our children:

- From EYFS to the end of Key Stage one children will make good or outstanding progress in reading to close the gap and meet end of Key Stage One expectations.
- Children fluently read books matched to their phonic knowledge.
- Children will continue to make progress in reading accuracy and fluency beyond Key Stage One.
- Children demonstrate a love of reading in a range of ways across the curriculum.
- Children demonstrate confidence and a deep understanding when talking to their peers and adults about texts they have read.

Our strategy encompasses these key areas:

- Prioritising the teaching of early reading and phonics.
- Fostering a lifelong love of reading.
- The consistent use of Read Write Inc throughout EYFS and Key Stage one to ensure good and outstanding pupil progress.
- The use of Read Write Inc home reading books ensures children read books which match their taught sounds and current reading ability.
- The rising Reception cohort will be exposed to Read Write Inc in the summer term of Nursery, and begin formal phonics teaching in Reception.
- The use of on-going assessment and targeted support through interventions to ensure that any pupils who fall behind are given the opportunity to catch up quickly.
- Staff regularly attend training to ensure they have the expertise needed to effectively deliver high quality phonics and early reading.
- Parents and carer's are encouraged to support their child's reading by attending workshops and meetings.

We achieve this through:

Key Area	How we achieve this (strategies)
Prioritising the teaching of early reading and phonics.	Phonics and early reading continues to be a whole school priority in 2021-22. The school have been working with the English hub over the past 2 years who have supported us to ensure our phonics and early reading teaching is never less than good. We will keep these links, informally, with the English hub specialist this year. We have invested a significant amount of money into phonics and early reading resources to ensure fidelity to the Read Write Inc program. When undertaking learning walks and lesson observations leaders look for phonics and early reading strategies clearly unpinning all subjects and curriculum areas.
Fostering a lifelong love of reading.	Children will be read to daily in a whole class shared reading time. Children also have a daily poetry/rhyme/singing session. All classes are named after a class author and this author is prominent within the classroom. Therefore children have a good knowledge of books by their class author. Weekly visits take place to the library where children are encouraged to read high quality texts independently and a book is shared with them by an adult. In Reception classrooms a daily vote takes place to choose the book to be shared with the class. Texts linked to Read Write Inc guided reading texts are shared and explored on a weekly basis to ensure children have the context and understanding they need to fully understand the story. EYFS fully participate in whole school reading events such as World Book Week.

	Classroom reading areas contain core texts for each year group for children to enjoy. Recently read books are displayed at children's eye level. Books children have previously read and enjoyed are also available.
The consistent use of Read Write Inc throughout EYFS and Key Stage one to ensure good and outstanding pupil progress.	All staff throughout EYFS and KS1 use the same planning formats to ensure that the organisation of lessons is consistent and meet the expectation of the RWInc handbook. Regular, high quality training takes place for all EYFS and KS1 staff, ensuring they have up to date working knowledge of best practise. A terminology document has been written to ensure staff are consistently using the same wording within phonics sessions. Resources are well organised and are consistently used in all phonics lessons. Classroom environments include Read Write Inc phonics resources. The phonics leader conducts learning walks and/or observations every half term to ensure high quality teaching and learning.
The use of Read Write Inc home reading books ensures children read books which match their taught sounds and current reading ability.	Children take home a RWInc book bag book every Friday matching the sounds they have been taught in Phonics sessions. This is always linked to previous sounds that children have been taught, ensuring they are able to read in a confident and fluent manner. Children also take home a paper copy of their RWInc guided reading text every Tuesday. This could be in the form of either a photocopied ditty sheet or a story book. This ensures children are fluent and confident when reading books matched to their phonics ability, enabling maximum progress moving into Year Two. Alongside reading with children in Read Write Inc guided reading sessions, children are read with at least once a week. Children at risk of falling behind are targeted and read with more often. Home reading and 1-1 reading at school is recorded in a child's reading record.
The rising Reception cohort will be exposed to Read Write Inc in the summer term of Nursery, and begin formal phonics teaching in Reception.	In the Summer term of Nursery children will be taught and exposed to up to the first 25 single letter sounds (time/progress allowing) This will be alongside orally blending CVC words containing taught sounds. Timings and frequency of sessions will be refined after this year's Summer term of teaching. In Reception once all children have started school (staggered start) phonics teaching will begin at Set 1. This will allow BA Nursery children to consolidate and review their existing knowledge. Whilst new to BA children will be exposed to RWInc from the beginning. Teaching will be whole class until all of set 1 has been taught (Until the end of the Autumn term) Children will be assessed through a baseline prior to teaching beginning, and again at the end of the Autumn 1 and Autumn 2 terms. In the Spring term children will move into ability groups based on the results of their assessment.

The use of on-going assessment and targeted support through interventions to ensure that any pupils who fall behind are given the opportunity to catch up quickly.	We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. We use this data to assign them to a phonics group. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium. We record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We re-assess children regularly to ensure they are in the correct phonics group and to identify any children at risk of falling behind. The lowest 20% of pupils are given a 3 times weekly 1:1 intervention with a RWInc trained member of staff in EYFS and KS1. In Reception and KS1 those who are at risk of falling behind are identified quickly through formative assessment in phonics lessons and are given 1-1 interventions with a RWInc trained member of staff. Children who attend interventions are regularly formatively assessed within these sessions with the aim of moving them on.
Staff regularly attend training to ensure they have the expertise needed to effectively deliver high quality phonics and early reading.	All EYFS and KS1 staff are fully trained in delivering RWInc phonics and guided reading sessions. All EYFS and KS1 staff are also trained in the 1-1 tutoring interventions. Updated formal training is given half termly in key stage meetings. All school staff attend phonics training yearly to ensure an understanding of early reading priorities and early reading strategies from all staff. Support and coaching is given weekly from the phonics leader.
Parents and carer's are encouraged to support their child's reading by attending workshops and meetings.	Workshops are delivered to parents twice in each academic year. These will ensure parents understand both the importance of reading with their children and how to do this successfully. Parents are shown strategies of how to read with their child. Parents are also shown how to effectively use the reading record. Parents are kept regularly informed about their child's progress in phonics through parent's evenings, letters and informally through discussions with their child's teacher.

2. Core Texts

EYFS and KS1:

Each year group have twelve core texts for the year (two per half term) chosen by the Literacy Lead. These texts are read to the children during dedicated story times and are also the focus of their writing in English lessons and provision based learning.

KS2:

Each year group have six core texts for the year (one text per half term) chosen by the Literacy Lead. These texts are read to the children daily during dedicated class book time and are also the focus of

their writing in English lessons. There is an expectation that each book is finished before the end of half term.

All core texts, story time texts and poems are listed in the long term English plans written by the Literacy Lead.

3. Whole Class Guided Reading

Guided reading is the method used to teach children to become fluent in word reading and develop their reading skills, which include inference and deduction, retrieval, summarising and prediction. At Bradford Academy, guided reading is taught in Reception, Year 1 and Year 2 as part of our RWI phonics programme. In KS2 children are taught as a whole class regardless of ability. Guided reading lessons are carefully structured with a clear learning objectives involving the application of new skills in context. It includes direct teaching and is tailored to specific needs of individuals or groups and allows time for independent or collaborative application of the skills taught.

The text used increases the reading challenge of the individuals and requires the teacher to guide pupils through the text. Most of the time, teachers will use the core text during guided reading; however, teachers are also provided with a list of similar texts which they can explore and link to the core text. Once a half term, children will explore a poem from a list provided by the Literacy Lead that is linked to their core text or their wider curriculum.

Whole class guided reading is taught three times a week for 45 minutes. This begins in Year 2 once the children have completed their RWI phonics programme; however, a review of set 3 sounds begins all Year 2 and Year 3 whole class guided reading lessons to ensure a continuous practice and application of these skills.

Teaching sequence for guided reading:

1. Starter Skills focussed
2. Introduction Share the learning objective and success steps for the session
3. Vocabulary Introduce new vocabulary the children will read in the lesson
4. Teacher model Teacher to read and complete a fluency activity
5. Independent and paired reading
6. Teacher model Teacher to model the skills and task
7. Respond to the text

At Bradford Academy we follow the English programmes of study in the 2014 National Curriculum, but the content is grouped into five strands which are named, colour coded and directly taught to our children so they can begin to recognise the different types of questions and ways to respond to a text and the different skills involved when doing this. Although children are taught to read through their RWI phonics programme in KS1, these strands are used and embedded during their English lessons.

KS1 strands:

- Comprehension word meaning and text structure
- Comprehension recall
- Inference

KS2 strands:

- Comprehension word meaning and text structure
- Comprehension recall
- Inference
- Language for effect
- Themes and traditions

4. Accelerated Reader

Children at Bradford Academy are introduced to Accelerated Reader at the end of Year 2. Accelerated Reader is our schools independent reading programme, which allows children to earn points for reading books at their reading level and take quizzes about what they have read. Accelerated Reader sessions are completed three times a week for half an hour. They are calm, quiet and centred on reading. Adults in the classroom will hear each child read once a week during these sessions. Any child who falls into the bottom 20% of readers nationally will be read with three times weekly and at least one of these times will be with their teacher. When an adult reads with a child, this will be logged in their reading records and on a reading tracking sheet.

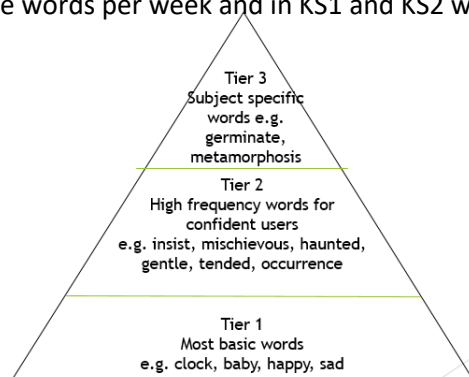
At the start of the year and during each assessment week, children will complete a Star Reading assessment. This gives an accurate set of data to inform our teaching and the children's reading practice:

- **Reading age** (in years and months)
- **Zone of Proximal Development:** The range of difficulty level of books a child should read to allow for independent reading
- **Norm Referenced Standardised Score:** How a child compares nationally with others of a similar age
- **Percentile Rank:** A norm-referenced score that provides a measure of a child's score compared with other children of the same age nationally
- **Scaled Score:** A measure of a child's progress against the expected standards in the new reading curriculum

Once the children have their ZPD, they are free to choose books within their range and read these independently at home and during their Accelerated Reader sessions in school. Once they have completed a book, the children will complete a quiz online and earn points based on the number of questions they answered correctly and the difficulty of the text they have read. Each week, class teachers choose a top reader based on the data produced by Accelerated Reader and each term the Literacy Leader will choose a top reader for each year group. These children win a trip to a book shop, a brand new book of their choice and a visit to the book shop café. As well as top readers, children can earn prizes for earning points. Their points are tracked on a display either inside or outside their classroom and online on the school's Accelerated Reader webpage.

5. Magpie Words

To support children with their reading and language comprehension, we teach tier two words each week. In EYFS we teach three words per week and in KS1 and KS2 we teach five words per week.



These words are taught directly using a seven step process:

Step 1 Contextualise the word - core text	Step 2 Repeat the word - say it	Step 3 Explain meaning/look at root word etc.	Step 4 Provide other examples	Step 5 Relate to own experiences	Step 6 Engage with the word in other ways	Step 7 Use it in their writing and reading
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The children are then encouraged to use these words in their writing and wider reading. The five words are clearly displayed in the classroom and the displays updated weekly.

6. Book Corners and the Library

All classrooms at Bradford Academy have book corners where high quality, age appropriate books are kept for the children to explore. At Bradford Academy, we believe only books worth reading aloud to children have a place in our library and book corners; therefore, we like to limit the number of books on display in the book corner so that they can be front facing and changed on a regular basis. The books themselves are the main aspect of every book corner at Bradford Academy and it is the books themselves that encourage the children to spend time in that area browsing and reading. All book corners are seen as mini libraries and have a dedicated area for books by their class author and recommended books by the teacher.

The main library is an area where children will visit up to three times a week in order to change their Accelerated Reader book and browse other books they may be interested in. Like book corners, the books in the library are organised clearly so they can be easily browsed by our children. Once a

week, teachers take their class to the library and show children how to choose a book, how to read in the library and promote a love of reading and exploring new authors.

7. Assessment

At Bradford Academy, we use both formative and summative assessment to assess children in reading and phonics. Every term, we use summative assessment to assess what each child has learnt during that period and to gather information about which children might benefit from additional support. Once this information has been gathered, appropriate interventions are put in place to ensure children who are at risk of not meeting the expected standard are given the support they need.

We use summative assessment to assess:

- phonics (see early reading section)
- fluency
- comprehension of a text

During phonics and guided reading lessons, teachers will use formative assessments to adjust their teaching during a lessons or across a number of lessons to meet the needs of the children. In whole class guided reading, they will also focus on a small number of children per lesson and track them using our reading assessment grids. These grids are based on the content in English programmes of study in the 2014 National Curriculum.

Impact

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic, synthetic phonics and reading comprehension, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the primary curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to their child's progress in reading.
- The % of pupils working at age related expectations and above age related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.

- There will be no significant gaps in the progress of different groups of pupils (e.g. PPG vs non PPG and boys vs girls)