



Brize Norton Primary School

Reading Policy

We **SHINE** for ourselves and each other with kindness

Striving, **H**elping, **I**nspiring, **N**urturing, **E**xcelling

Policy adopted by Governors on:	Date for Review:	Signed by Chair of Governors:
July 2023	July 2026	A.Doran

Intent

Our aim at Brize Norton Primary School is for children to develop a love of reading and to become confident, secure readers by the end of Key Stage 2. We believe it is our 'moral duty' to teach EVERY child to read before they leave Brize Norton to continue their educational journey. We want our children to quickly develop automatic decoding skills and to progress rapidly from 'learning to read' to 'reading to learn'. As the children grow, we want them to mature into enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts. We want children to love literature. We believe that if children can become fluent readers, it will hold them in good stead for preparing them for their future in the world; the opportunities, responsibilities and experiences they will encounter in adult life.

Objectives

- Children will develop a love of reading; they will have an interest in a wide range of texts and will read for enjoyment and information.
- Children will use phonics as the primary approach to decoding words and reading for meaning.
- Children will read with confidence, fluency and understanding orchestrating a range of strategies independently to monitor and self-correct.
- Children will be taught these strategies explicitly; predicting, visualising, questioning, connecting, connecting, summarising, inferring and evaluating.
- Children will have the opportunity to listen to stories being read to them every day.
- Children will enjoy reading with their parents/carers, teachers and peers.
- Children will understand a range of text types and genres and develop skills appropriate to each such as;
 1. Responding to reading imaginatively, characters, plots and ideas.
 2. Being able to find information from books and online sources to pursue independent enquiry.
 3. Knowing how to use clues to infer information, reach conclusions, evaluate and predict what might happen.
 4. Being able to distinguish between fact and opinion.

Phonics Policy

Our school's Phonics Policy outlines the way in which we teach phonic skills in order for our children to become fluent readers. The reading policy and the phonics policy go hand-in-hand supporting one another.

Approaches to teaching reading phase by phase

Reception

A great deal of learning in EYFS is centered around a storybook to support the wider aims of the Early Years Curriculum to develop cultural capital for the children. Building on what children already know about reading and stories, we develop early reading behaviours through shared texts; hold a book the right way up, knowing that print carries meaning.

Home-School Reading in EYFS

In Reception children take home the following books:

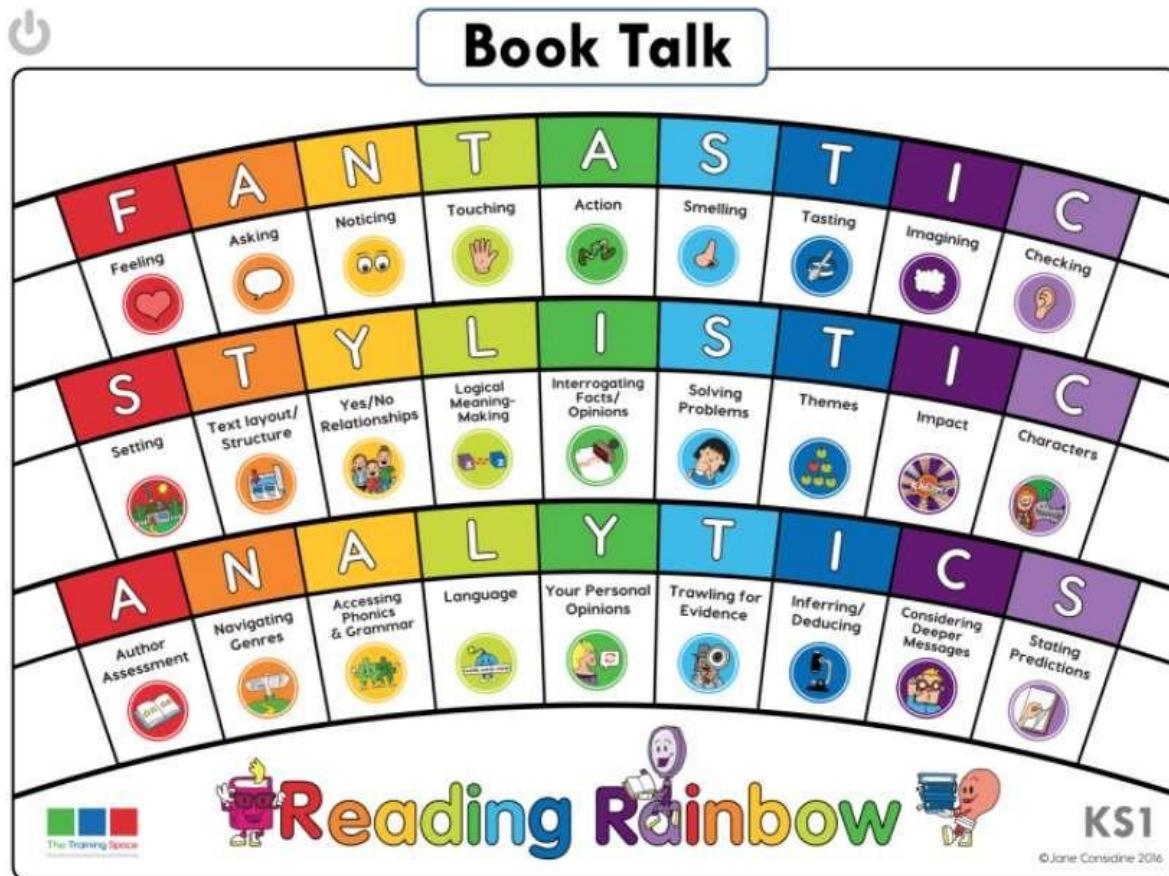
- Decodable Reading book. Every child is given a phonic decodable book that has been closely matched based on regular phonics assessment. They are changed at least once a week to build confidence and fluency.
- Story books are also sent home to encourage reading for pleasure. They are designed to be shared at home and the children are not expected to be able to read them independently.

Reading Records

Children are encouraged to read 5 times a week at home. Parents or children are encouraged to mark in their record when they have read. This could be a short comment or just the page number they read to. Reading records are then checked on a weekly basis and the number of reads per week is recorded. Children are then awarded 1 'caught being good token' for 3 or more reads and 2 tokens for 5 or more reads.

Book Talk Approach in Reception

As a school we have adopted 'Book Talk' (Hooked on Books) by Jane Considine. It provides a systematic way to teach reading strategies across the whole school. In Reception, children are introduced to 'Book Talk' which provides an opportunity for children to talk about books they are being read to. This is a strategy that we use throughout the school. The children will meet the Reading Rainbow (for EYFS/KS1 - see below) and will gain experience of discussing stories and text through the different lenses.



Early Years Stage Learning Environment

Our Early Years Foundation Stage learning environment is used to promote a love of reading and the importance of words and letters. The Rocket Phonics sound cards are on display in the classroom. Tricky words (undecodable high frequency words) are displayed in the classroom and the children are encouraged to read them and use them in their writing. A reading area has been developed, with a large selection of exciting books, comfortable seating and soft toys are provided to encourage the children to use this space. The children are encouraged to use this area on a daily basis as part of their continuous provision. Books are also displayed in other areas such as the home corner, art area and the construction corner.

Early Years Foundation Stage Assessment and Record Keeping

The monitoring of progress in reading is the responsibility of the class teacher with the support of the Reading Lead. Assessment is a positive and regular record of the child's progress. We carry out Rocket Phonics assessments at the end of each half-term, which enables us to ensure that the reading books the children have are very accurately matched to their phonics ability. The children are listened to at least 3 times a week with 2 group reading sessions and a 1:1 read where the children have the opportunity to change their books. Assessments notes and the children's reading levels are recorded in a reading file.

Reading in Key Stage 1 and Key Stage 2

In Key Stage 1 and 2, children are given a variety of opportunities to access texts, such as;

- Book Talk (Hooked on Books)
- Class reader
- Daily phonics lesson (KS1)
- Home/School reading
- Demonstration Comprehension (Hooked on Books)
- Independent Comprehension (Hooked on Books)
- Weekly timetabled class library visits

Reading in Key Stage 1

In Key Stage 1, the focus remains on providing a daily, high quality phonics lesson using Rocket Phonics so that children quickly learn to read independently and with confidence. We use the Year 2 next steps programme to ensure that all children are secure in their phonic knowledge by the end of KS1

Home-School Reading KS1

In Key Stage 1, children will take home the following books:

1. Children will have a phonetically decodable book to take home, which is closely matched to their phonic ability. Children are assessed every half-term. The children work through the Rocket Phonic book stages until they are assessed as fluent readers.
2. Reading for Pleasure Book – children will be able to choose a library book that they want to read or have read to them. It does not have to be gaged at their level, as it can be read by an adult to the child.

Reading Records

Children are encouraged to read 5 times a week at home. Parents or children are encouraged to mark in their record when they have read. This could be a short comment or just the page number they read to. Reading records are then checked on a weekly basis and the number of reads per week is recorded. Children are then awarded 1 'caught being good token' for 3 or more reads and 2 tokens for 5 or more reads.

Class Reader in Key Stage 1 – Daily 10 minutes

Every class will have a 10-minute session timetable daily where they will listen to a story being read to them by an adult. This is an opportunity for the children to be exposed to texts and vocabulary that they might not be able to read for themselves. It also forms part of our school commitment to promote reading for pleasure.

Book Talk in Key Stage 1 – Daily 30 minutes

As a school we have adopted 'Book Talk' (Hooked on Books) by Jane Considine. It provides a systematic way to teach reading strategies across the whole school. It is underpinned by certain guiding principles:

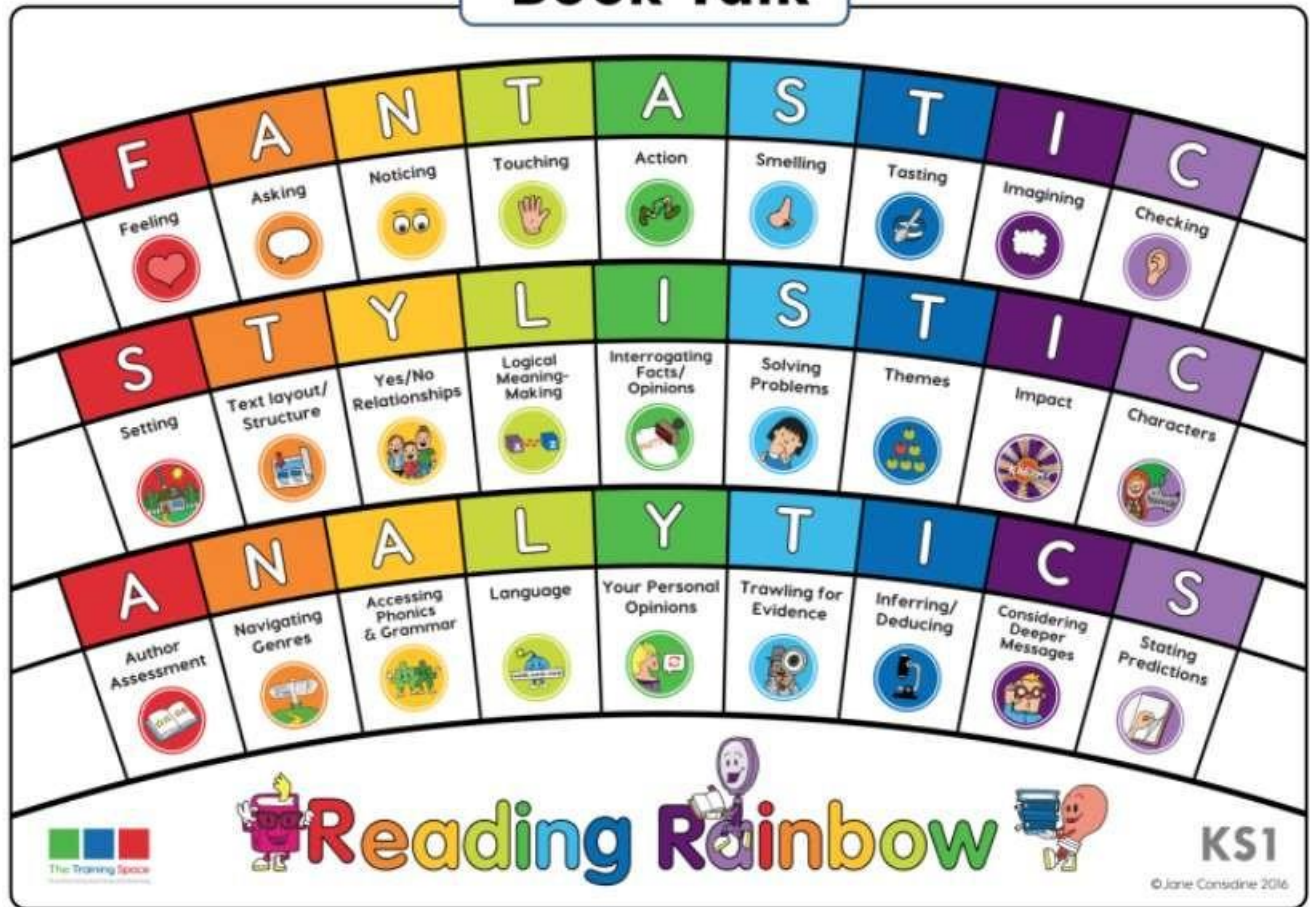
- Pupils are organised into reading attainment groups and share a set of books, either Rocket Phonics Target Readers or other books that are pitched at their appropriate challenge.
- All pupils in the class will be accessing narrative, non-fiction or poetry at the same time
- Over the two-week period, the children will have five Book Talk sessions, three Demonstration Comprehension sessions and two Independent Comprehension sessions (see timetable below):

Day	Week 1	Week 2
Monday	Book Talk	Book Talk
Tuesday	Demo Comprehension	Demo Comprehension
Wednesday	Independent Comprehension	Book Talk
Thursday	Book Talk	Book Talk
Friday	Demo Comprehension	Independent Comprehension

- Each Book Talk session is layered with open-ended whole class questions to tackle the tiers of the Reading Rainbow.



Book Talk



- Book Talk is structured with three reasons to read. The reasons to read are taken from 'The Reading Rainbow'. One reason is taken from the top layer of the rainbow under FANTASTIC. The second reason is taken from the STYLISTIC layer. The third reason is taken from the ANALYTICS layer. These are introduced to the pupils in chunks and it is through these generic lenses they think and discuss their reading material. However, in KS1 some book talk sessions may just focus on 1 or 2 reading lenses until the children become confident with the routine.

Key Stage 1 Assessment and Record Keeping

The monitoring of progress in reading is the responsibility of the class teacher with the support of the reading leader. Assessment is a positive and regular record of the child's progress.

We carry out:

- Phonics assessment every half-term
- Individual reading record – Home/School reading comments are made.

- Children's reading abilities are tracked individually and as a class to identify areas for teaching
- Book Talk observational notes
- Mock Phonics Screening Year 1

Year 1 Phonics Screening Test

During the Summer Term of Year 1, children take the Phonics Screening Test, which is a national requirement. The children will be asked to read a range of real words and nonsense words, all of which can be decoded using their phonic knowledge. The test is administered in a low key, low pressured way. If a child does not meet the required mark, they will retake it in the Summer Term of Year 2.

Year 2 SATs

Children in Year 2 and Year 6 take the SAT reading paper. These are national tests and the results are collected by the Government. In Year 2, the result is used to inform Teacher Assessment.

Reading in Key Stage 2

In Key Stage 2, children meet a broader range of texts in fiction, poetry and non-fiction.

Home-School Reading in Key Stage 2

In Key Stage 2, children take home the following:

- Reading book; every child takes home a reading book from the library. Where necessary, children may be reading phonetically decodable books.
- It is the teacher's responsibility to ensure a child's book is closely aligned to their reading ability.

Reading Records

Children are encouraged to read 5 times a week at home. Parents or children are encouraged to mark in their record when they have read. This could be a short comment or just the page number they read to. Reading records are then checked on a weekly basis and the number of reads per week is recorded. Children are then awarded 1 'caught being good token' for 3 or more reads and 2 tokens for 5 or more reads.

Class Reader in Key Stage 2 – Daily 10 minutes

Every class will have a 10-minute session timetable daily where they will listen to a story being read to them by an adult. This is an opportunity for the children to be exposed to texts and vocabulary that they might not be able to read for themselves. It also forms part of our school commitment to promote reading for pleasure.

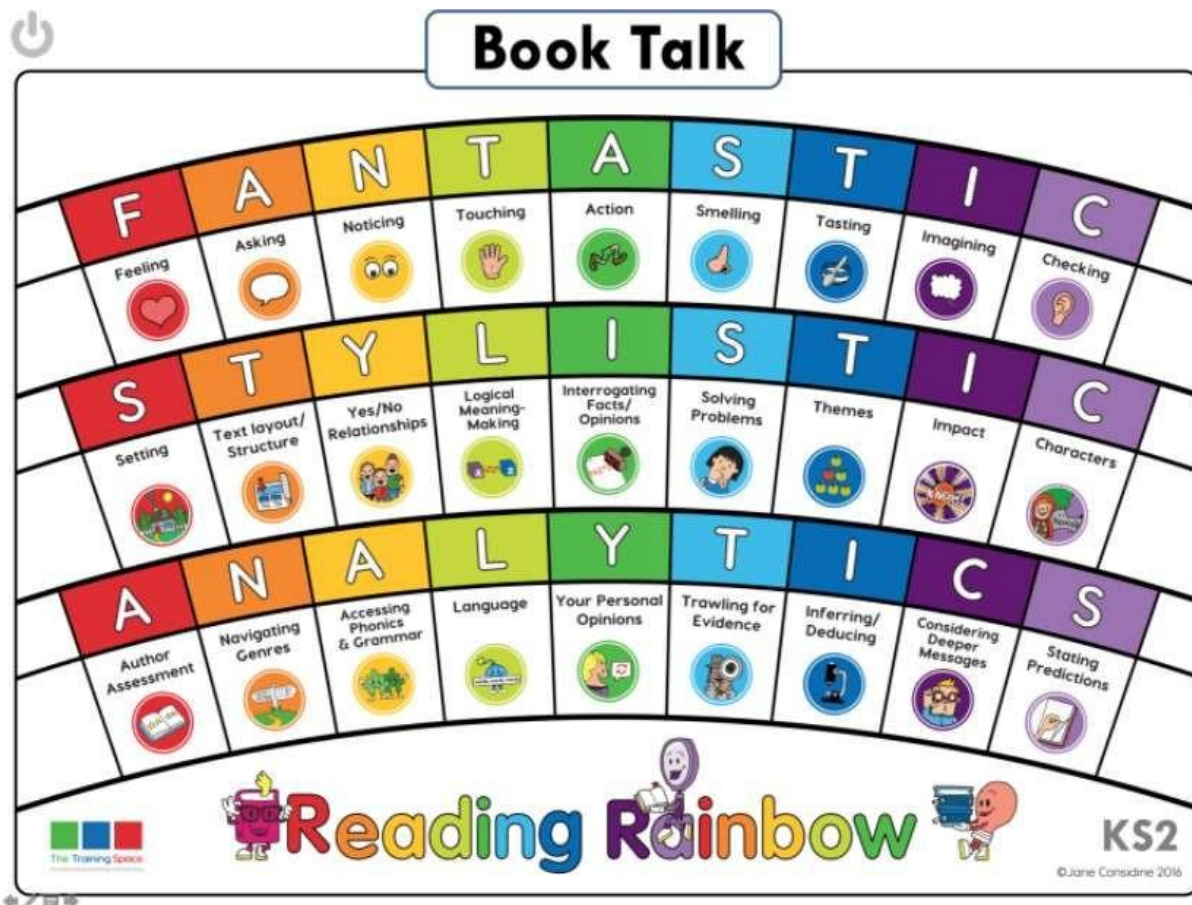
Book Talk in Key Stage 2 – Daily 30 minutes

As a school we have adopted 'Book Talk' (Hooked on Books) by Jane Considine. It provides a systematic way to teach reading strategies across the whole school. Once the children get to Key Stage 2, they have had previous experience of using Book Talk, so it provides a consistent approach to reading that will allow the children to build upon their skills. It is underpinned by certain guiding principles;

- Pupils are organised into reading attainment groups and share a set of books that are pitched to provide appropriate challenge.
- All pupils in the class will be accessing narrative, non-fiction or poetry at the same time.
- Over the two-week period, the children will have five Book Talk sessions, three Demonstration Comprehension sessions and two Independent Comprehension sessions (see timetable below):

Day	Week 1	Week 2
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Thursday	Book Talk	Book Talk
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- Each Book Talk session is layered with open-ended whole class questions to tackle the three layers of the reading rainbow.



- Book Talk is structured with three reasons to read. The reasons to read are taken from 'The Reading Rainbow'. One reason is taken from the top layer of the rainbow under FANTASTIC. The second reason is taken from the STYLISTIC layer. The third reason is taken from the ANALYTICS layer. These are introduced to the pupils in chunks and it is through these generic lenses they think and discuss their reading material.

Key Stage 2 Assessment and Record Keeping

The monitoring of progress in reading is the responsibility of the class teacher with the support of the Reading Leader. Assessment is a positive and regular record of the child's progress.

We carry out:

- Individual reading record – Home/School reading comments are made.
- Children's reading abilities are tracked individually and as a class to identify areas for teaching.
- Book Talk observational notes.
- Termly (Autumn, Spring, Summer) NFER Summative Assessments for Year 3 to 5.
- Termly KS2 past SAT papers for Year 6.

Year 6 SATs

Children in Year 6 take the SAT reading paper. These are national tests and the results are collected by the Government. The results are shared with parents and form the basis of our school-development planning document.

Inclusion, adaptation and intervention

The principles of inclusion apply to all aspects of the teaching of reading.

Teachers monitor progress in reading closely and intervene as soon as possible where gaps are identified. This could be as straight forward as a 10 minute session used to recap phonemes taught in an earlier phonics lesson. Sometimes an alternative approach might be most beneficial to support individual children to make progress.

Progression in reading is monitored every term (see assessment). If children are deemed not to be making the required progress, then additional intervention strategies are used to support them. They can include:

- Targeting child as a daily reader
- Extra top-up phonics (Early Birds before school day)
- 1:1 phonics
- Phonic Books intervention programme

Reflecting diversity

We are working to ensure that the books in our school reflect a wide range of cultures and traditions from the UK and around the World. We want to ensure that all members of our school community, whatever their ethnicity or cultural background, can access books that reflect their life. We also recognise that it is our duty to broaden the experience of the children in our care by ensuring that they are exposed to the diversity of our nation and of the wider world through positive encounters - books play a vital role in this being achieved.

Home Learning and Parents Role

“Children are made readers on the laps of their parents” (Emily Buchwald).

- Our expectation that *every* child reads at home *every* day.
- We ask our families to record their child’s reading in their reading record.
- Children are given incentives for reading regularly.
- Reading in EYFS and KS1 should be with an adult. In KS2, it is expected that reading will become more independent but we do ask families to read regularly and record ALL reading in the reading record.
- Parents will have an induction to Rocket Phonics when children start in Reception and there is information on the school website.

School Library

Our library has been well-stocked and is a space where children can explore and extend their book knowledge. Each class has timetabled library time where children are able to browse the books and select their ‘reading for pleasure’ text. Staff are encouraged to support children with their book selections and also display staff book reviews to encourage children to try new authors or genres.

Role of the Reading Leader in School

- Have a very clear vision for reading
- Clear and in-depth knowledge of phonics
- Monitor phonics assessments every 6 weeks
- Plan and monitor mock Phonics Screening and Phonics Check in summer of Year 1
- Monitor school data to identify strengths and development areas for cohorts and specific groups within each group
- Provide guidance and support for staff in areas of planning, preparation and delivery, assessment and record keeping.
- Provide inset for all school staff.
- Plan and organise reading events throughout the school year.