



Baden Powell Reading Policy 2020

Rationale

The ability to read is fundamental to pupils' learning across the curriculum and their future life choices. To participate fully in the world of written language, in all its forms, children need an extensive experience of literature and a wide range of reading contexts. At Baden Powell we aim to enable our pupils to read with fluency, accuracy, understanding and enjoyment using a variety of strategies to enable them to make full use of the written world.

Reading development is closely related to that of speaking and listening and of writing. By reflecting upon and talking about the stories and texts they encounter, pupils are better able to make sense of their own experiences of the world and their place in it; by considering the effects of language and structures used by writers, pupils are able to make deliberate stylistic choices in their own writing. The best readers are the best writers - we read as writers and write as readers!

Research has also shown a close connection between effective readers and effective mathematicians. This further highlights the need to develop effective readers who can decode fluently while fully comprehending the text that they are engaging with.

Our Aims

- To ensure that children attain National Curriculum outcomes in reading appropriate for their age group.
- To work in partnership with children and parents/carers in order to develop each child's reading ability.
- To ensure that all children have access to and experience of a wide range of literature including stories, plays, poetry, myths and non-fiction texts appropriate to their ability- which reflect the diversity of culture and background within our school and around the world.
- To provide children with a range of reading strategies to enable them to read with accuracy, fluency, understanding and enjoyment.
- Use drama and role-play, where appropriate, to immerse children in a text.
- Ensure our children have sound phonic awareness and use a phonics first approach to reading.

- To enable children to develop the ability to make self-assessment through reflecting on their reading and forming opinions.
- To ensure that children with reading difficulties are identified early and support is given.
- To monitor reading progress in order to maintain high levels of attainment and identify strengths and weaknesses.
- To enable children to develop a range of reading skills that will ensure engagement with a text at an intellectually challenging level.

Curriculum Provision:

At Baden Powell we are following the 2014 National Curriculum for the teaching and learning of reading skills. We are committed to raising the standards of children's reading to ensure that all children are progressing and achieving in line with national expectations. The curriculum will be monitored by the literacy lead to ensure that the curriculum is being used effectively to provide challenge, stimulation and excitement to improve the level of reading across the school.

Baden Powell School believes that two distinct but related processes are involved in teaching children to read: learning to recognise words and developing language comprehension. Both are essential for developing life-long successful readers. It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

In the **Foundation Stage** and **Key Stage 1** children should be taught phonic skills to ensure they develop **skilled word reading**, which involves decoding and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

As the children grow in experience (end of **Key stage 1 and key stage 2**), and grasp a basic knowledge and understanding of skilled word reading, they can develop their **comprehension skills**. These skills grow with pupils' experience of vocabulary and high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

Teaching and Learning:

- Literacy Lessons:

Literacy Lessons provide the structure through which reading is taught. Shared reading of texts i.e. big books, use of text extracts, focuses on comprehension, punctuation, spelling patterns, purpose and organisation and provides a context for applying and teaching word level skills and other reading cues to check for meaning, identify and self-correct errors. In KS2 shared reading is used to extend and develop higher reading skills. Opportunities are provided through the planning in literacy for children and teachers to read and respond to a shared text.

Children also have the opportunity to listen to effective readers through shared reading and adult reading of a class novel, story, book or non-fiction extract. There should be a daily whole class session with adults reading to the children to promote the wonder and joy that reading can bring.

- Guided reading:

Guided reading takes place in years 2 to 6 every day outside of the literacy hour. Children are grouped according to their level of reading ability and targets are given which will develop and extend reading skills. All children read with an adult at least once a week and clear planning and tracking ensures that targets are set which are linked directly to the child's progression.

Teachers can use the Rigby Navigator (KS2)and Rigby star (Ks1 and low level ks2) guided reading schemes. Whilst a group of children are working with the teacher during guided reading, the rest of the class are grouped (no more than five groups) into ability and complete a carousel of activities. These include responding to the current guided reading text – questions etc; one creative activity based on their guided reading book e.g. using Ipads to create a movie of a scene etc; discreet comprehension focus with a TA to practise answering comprehension questions, and independent reading with a purpose that is linked to a key reading skill. Each group of children will receive at least one guided session of reading per week. .

- Phonics:

From nursery, children start the whole school phonics programme- Ruth Miskin Read Write Inc. This programme is used to teach phonics from Nursery to KS1. Children are taught in daily 20/30min sessions either as whole class (Nursery) or groups (Reception and Year 1). See phonics section in spelling policy for more information.

- Home reading:

All children throughout the school take books home from the classroom/ reading area to read with a parent/carer (or independently when able). Books are regularly returned to school (Mondays and Fridays) to be changed.

The school emphasises home/school links by using a 'Reading Together at Baden Powell ' record keeping booklet. Each child takes home a levelled reading book to share with a parent/carer/sibling. Comments are written in the book and this builds up a communication link between home and school. Classroom assistants change the books and feedback any comments/concerns to the teacher.

- Developing a love of reading:

Bade Powell School aims to promote a love of reading in its pupils by creating stimulating, tidy, inviting book corners. Classes must maintain a variety of exciting, current books in good condition which the children want to read. We celebrate world book day to raise the awareness of different authors and titles; run book fairs to encourage reading at home; spend time reading to the children (story time) in class and in assemblies. It is also important to recognise and praise children who read regularly at home.

Reading Interventions and programmes:

- Daily Supported Reading:

Year 1 have Daily Supported Reading every day in the morning (11.30am) where trained adults (teachers and TAs) read with a designated group of children. Children are grouped according to their level and the adult works through the programme spending two days on each book with a consolidation day on Friday. Each group reads two books a week. The designated DSR leader (literacy co-ordinator) will set the groups and select the appropriate levelled books for the week. This is in accordance with a weekly meeting of all the DSR staff to assess which children are ready to move up to the next level.

Any year 2 children who are not reading at age expected level, will also mix with year 1 DSR groups to ensure their reading level is brought up to at least National Curriculum age expectation. The rest of the year two children will have a guided reading session supported by an adult at least twice a week.

- Buddy Reading:

Children are encouraged to take part in buddy reading- this is a choice for the children. Currently in year 6 more able children are buddied with less able to share a chosen book together during break time, 3 times a week. The children are encouraged to talk about the book and take turns in reading to each other.

Planning, Record Keeping and assessment

On-going assessment should be used to inform planning and provision for all children. Using the key National Curriculum indicators and genres the school wish to be covered, teachers should monitor carefully and record children that have achieved the outcome for that objective in relation to national curriculum standards.

Records should be kept of each child's achievement in relation to national curriculum outcomes this will help inform end of term assessments of the strengths and areas for development of each child.

- In reception and KS1 running reading records (PM Benchmark) are taken every term to ensure children are reading at the appropriate level.
- Guided reading is planned weekly and children are formatively assessed.
- Literacy is currently planned weekly using objectives from the National Curriculum (2014).
- Reading Together at Baden Powell booklets are used to record books taken home and comments from parents
- Formal assessment of reading and reading comprehension takes place in May for Years 2 and 6 in the form of SAT's.
- Summative assessment of reading ages and age standardized scores are taken termly.

Inclusion

Teachers should plan and provide appropriate reading texts for the higher achieving children and they should be offered challenge through creating more complex outcomes that incorporate and synthesise a range of skills, knowledge and understanding.

All children should be challenged within their daily literacy lessons and guided reading and teachers must carefully plan and implement a range of strategies and tasks to ensure that this is happening.

Children who are struggling to reach the appropriate reading age for their year group, including those with English as an additional language, will be identified by the class teacher and given additional reading support within class, e.g. phonic groups, extra guided reading/comprehension support.

Role of Reading Leader

It is the role of the Reading leader to:

- Inform and update staff on record keeping and policy changes.
- To oversee additional programmes e.g. DSR and AR and ensure they are running and used correctly.
- Lead CPD and INSETs
- Provide resources, ordering books.
- Monitor planning, record keeping and resources throughout the school.
- Provide support with lesson planning and within the classroom where necessary.
- Observe classroom practice.

Resources

Every class should have a defined book area containing levelled reading books that reflect our cultural diversity and promote positive attitudes towards race, disability and gender. Resources

Baden Powell is a well-resourced school with a wide selection of available texts organised throughout the building. The reading area is resourced with fiction and non-fiction big books and levelled guided readers.

Daily supported reading books are organised within levels and guided reading books are stored according to age equivalence and schemes (Rigby Star and Rigby Navigator). Home readers are also grouped by coloured levels which correlate to NC levels.

General class books are organised in the book corners and staff are able to change these with their year group partners.

Chair of Curriculum Committee:

Head Teacher:

Autumn 2020

Review Autumn 2023