



Reading Policy

Policy written July2022 – Review date July 2024

1.0 **Mission statement and aims**

1.1 We are proud to be a happy, diverse, and inclusive school where everybody matters.

Our mission is to provide a holistic Christian education for all and to inspire discipleship

Our vision is to be a Christian community in which everyone grows in character, faith, knowledge, understanding and wisdom.

1.2 Aim of policy: To become an outstanding reading school. We will:

- Place reading and books at the centre of the curriculum where relevant
- Recognise that being able to read well is a key life skill for students, whatever their background.
- Believe that every student can learn to read with the right teaching and support.
- Acknowledge that not all students will have the opportunity to develop a love of reading at home, so this must be taught and encouraged at school-just like any other area of the curriculum
- Build time for all students to read independently, read aloud and be read to during the school day.
- Allocate every primary class a timetabled session in the school library during which they can read and choose books to take home. Middle school have a class library available for students
- Arrange 'Author Days' per year during which primary school enjoy activities based around the same author's books
- Invite local authors and poets into school to inspire and motivate the pupils.
- Spend money and time to support reading, including buying books and developing the school environment to support reading.
- Involve parents to ensure the culture of reading that the school has developed extends into the home and support parents in their understanding of age-related expectations.
- To support and equip students with the phonic skills to decode words through daily phonics lessons to read at an age-appropriate level.
(See phonics policy)

1.3 At a reading school, all students learn to love books and the school is prepared to make this an absolute priority.

2.0 **Reading:**

2.1 **Foundation Stage**

- Baseline the students within the first two weeks of the new school year.
- Daily discrete phonics session.
- students assessed half termly and based on this, differentiated phonics groups devised from Autumn Term 1 onwards.
- After baseline - 2 x GR sessions per week (per student). Home reading diaries used to show when this occurs.
- *Whole class reading sessions at least once a week.*
- Individual reading with an adult in school, at least once per week (daily for the bottom 20%).
- Keyword and phonics practice with an adult in school.
- Targeted students and those working below age related expectations to have access to a suitable intervention with a trained adult.
- Home Reading Diaries have written acknowledgement that an individual read has taken place with signed, purposeful feedback from the adult.

2.2 **KS1**

- Daily discrete phonics session
- Once students have successfully passed the Year1 Phonics Screening Test, students access a daily grammar lesson.
- students assessed half termly and differentiated phonics groups devised from this. Differentiated phonics groups across the year group – pooling below age expected and teaching to their specific needs.
- 2 x Small Group GR sessions per week (per student). Home reading diaries stamped to show when this occurs.
- 2x Whole Class reading sessions.
- Individual reading with an adult in school, at least once per week (daily for the bottom 20%).

- Home Reading Diaries have written acknowledgement that an individual read has taken place with signed, purposeful feedback from the adult.
- Teachers should spend one week of every half term assessing reading levels to ensure home reading books are at an independent level.
- Targeted students and those working below age related expectations to have access to a suitable intervention.
- Reading records are stamped or signed to acknowledge parents are hearing the students read.
- Teachers will update the Reading Scales twice a year [October and May] to ascertain pupils current reading abilities and then strategies will be deployed in the classroom to help development or initiate intervention.

2.3 **KS2**

- Discrete phonics intervention sessions in LKS2, according to need.
- 2 x Small Group GR sessions per week (per student). Home reading diaries stamped to show when this occurs.
- 2 x Whole Class reading sessions per week.
- Individual reading with an adult in school, at least once per week (daily for the bottom 20%).
- Home Reading Diaries have written acknowledgement that an individual read has taken place with signed, purposeful feedback from the adult.
- In place of GR, teachers should spend one week of every term hearing individual readers or assessing students who are below Black Band books
- Targeted students and any students working below age related expectations to have access to a suitable intervention.
- Home Reading Diaries stamped if a student receives a Reading Intervention
- Reading records are signed to acknowledge parents are hearing the students read
- Upper key stage 2 students experience the challenge to read widely, including choices chosen by teachers to introduce key examples of an ever widening range of genres and texts of complexity. [See the Great Middle School Reading Challenge]
- Teachers will update the Reading Scales twice a year [October and May] to ascertain pupils current reading abilities and then strategies will be deployed in the classroom to help development or initiate intervention.

2.4 **KS3**

- Key stage 3 students experience the challenge to read widely, including reading choices chosen by teachers to introduce key examples of an ever widening range of genres and texts of complexity. [See the Great Middle School Reading Challenge]
- Teachers will update the Reading Scales twice a year [October and May] to ascertain pupils current reading abilities and then strategies will be deployed in the classroom to help development or initiate intervention.
- Students in upper KS3 will have opportunity to develop their reading skills through The Upper school Nonfiction Reading Programme
- Interventions will be considered for any student below 5 in KS2 SATs

2.5 **KS4**

- Students in Upper school will experience a reading challenge based on widening their ability to read non-fiction texts related to their GCSE courses. The Upper School Non-fiction Reading Programme.

3.0 **The Teaching of Reading**

3.1 Reading at BCS is taught through a variety of cohesive structures:

3.2 In EYFS, students begin their reading journeys, and the focus is on developing an early love of reading and books alongside the acquisition of early reading and decoding skills: lessons focus on frequent opportunities for shared stories, vocabulary development sessions, discrete phonics teaching together with small group guided sessions and individual reading opportunities.

3.3 In KS1 and KS2 the core principles of 'Active Reading' are integrated into the structures of Whole Class Reading, Small Group Reading, weekly written comprehension lessons (from middle of Year 2) and daily Reading Starters (from Year 1).

3.4 **Whole Class Guided Reading**

Opportunity to:

- Model what a good reader / comprehension looks like
- Teach the content domains or a key comprehension skill through engaging whole class texts
- Teach and model the core principles of being an 'Active Reader'
- Teach and model key comprehension strategies that link to the reading Content Domains
- Provide opportunity for collaborative exploration of key reading / comprehension skills
- Teach, model and practice effective interrogation of a text
- Model how to approach and frame answers to comprehension questions

- Model effective text marking and other strategies that will help them to fully understand a text

3.5 **Small Group Guided Reading**

A Timetable is in place for KS1 and two which enables each class to have 2x 30 minutes Guided Reading per week. During these sessions, all reading groups have the support of an adult who guides them through the reading and understanding of age appropriate and engaging texts.

Opportunity for students to:

- Emulate the good modelling provided in Whole Class reading
- Apply what is taught in Whole Class reading, in a smaller, more focused ability-group
- Use the language modelled in whole class teaching
- Engage in open debate / give and justify their opinions / discuss the impact of the text in a smaller group setting
- Display their ability to read actively:
- naturally Noticing where inferences can be made
- noticing 'VIP' words and using them to spontaneously predict / infer etc. summarising and synthesising what they read
- independently marking texts in a way that will help them gain meaning / address a given content domain.

Opportunity for adults to:

- Make formative assessment of student's progress
- Complete reading attainment trackers to indicate each student's attainment and any gaps to be addressed in future teaching.

3.6 **Weekly Comprehension**

Opportunity for:

- Independent application of what they learn in Whole Class / Small Group sessions
- Building speed/ stamina / resilience in written comprehension

3.7 **Daily Reading Starters**

Opportunity for:

- Constant immersion and exposure to the language of comprehension questioning
- Repeated practice of the strategies taught

3.8 **Reading Challenges**

The Great Middle school Reading Challenge. An ambitious challenge to read 40 books in a school year for students in Middle School. Parents are made aware of the Reading challenge and are encouraged to support their student's reading at home.

4.0 **Assessment of Reading**

4.1 FS and KS1 - Assessments of student's phonic knowledge will be made half termly and strategies will be put in place to support students where necessary. Staff to also assess student's knowledge of key words / common exception words throughout the year and track individual progress through observations and testing.

4.2 Across all phases, assessment against National Curriculum year group and Content Domain statements are made weekly; this informs future planning and targets.

4.3 During whole school assessment weeks, students complete reading comprehension tests to help inform their judgments in terms of working towards, at or above the national standard. In FS half termly updates of learning journeys and assessment against Development Matters document will be monitored by SLT. PM benchmarking takes place half-termly in KS1 and termly in lower KS2

4.4 In Middle School students are assessed on their reading abilities in half termly tests using recommended reading comprehension tests as part of AQA recommended materials.

4.5 The school uses CLPE Reading and writing scales to ascertain the status of readers and make interventions where necessary. Assessment will be done in October and May of each year

5.0 **Reading at home**

5.1 At BCS we value the contribution that parents and carers make to their student's education. Reading is a key area where home and school can work together to improve student's skills. As such we ask all parents / carers to listen to their students read daily. Reading diaries are given to all students – these are mutually informative in terms of communicating student's reading advice at home and in school.

5.2 To confirm the importance of home reading, in Primary, we ask that parents / carers sign their student's Reading Record daily; in addition they are asked to sign a home / school agreement. In the agreement it sets out BCS's policy for addressing the issue of students who do not read at home: -

- In EYFS and KS1, teachers will keep a record of who is reading regularly at home
- In Year 2, 3 and 4, any students who have not read home may be asked to stay in to read at morning break

- A persistent need to stay in at break times will result in a letter being sent home, reminding parents / carers of the importance of home reading. The class teacher will also discuss any issues relating to home reading with the parent / carer.

6.0 **Reading Rewards**

6.1 To encourage reading at home, in Primary, we have set up a reading reward system. Students who read five times a week at home will receive a weekly merit which feeds into the award system.


- Thirty merits - Bronze certificate
- Sixty merits - a silver certificate
- 100 merits - a gold certificate and badge
- Reading Champion certificate and a book

7.0 **Review:**

7.1 This policy was written in July 2022 and is reviewed on a 2 yearly basis. SLT have been involved in agreeing and ratifying this policy.

7.2 This policy should be read in conjunction with:-

- The phonics policy

Formally agreed through compliance:	14th July 2022
Signed Jane Prothero – Head Teacher	
Review Date:	July 2024