Bradford Christian School Reading Policy

Written: July 2022 **Review Date:** July 2027

1. Our Mission and Vision

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.

2. Aims: 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 all students
- 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
- Build time for all students to read independently, read aloud and be read to during the school day
- Allocate every primary class a timetabled library session to read and choose books to take home
- Provide middle school with class libraries
- Arrange 'Author Days' per year for primary school activities
- Invite local authors and poets to inspire and motivate pupils
- Invest in books and develop the school environment to support reading
- Involve parents to ensure the culture of reading extends into the home and support parents in understanding age-related expectations
- Support and equip students with phonic skills to decode words through daily phonics lessons (see Phonics Policy)

At a reading school, all students learn to love books and the school makes this an absolute priority.

3. Reading Across the School

3.1 Foundation Stage (EYFS)

- Informally baseline students within first two weeks of school year

- Daily discrete phonics session
- Students assessed half-termly; phonics groups from Autumn Term 1
- Reading sessions twice each week, three times if needed
- Whole class reading sessions at least once per week
- Individual reading with an adult at least once per week (daily for bottom 20%)
- Keyword and phonics practice with an adult
- Targeted students and those below age-related expectations access suitable intervention with trained adult
- Home reading diaries have written acknowledgement with signed, purposeful feedback

3.2 Key Stage 1 (Years 1-2)

- Daily discrete phonics session
- Once students pass Year 1 Phonics Screening Test, daily grammar lesson begins
- Students assessed half-termly; differentiated phonics groups across year group
- 2 x small group GR sessions per week per student
- 2 x whole class reading sessions per week
- Individual reading with an adult at least once per week (daily for bottom 20%)
- Home reading diaries have written acknowledgement with signed, purposeful feedback
- Teachers spend one week per half term assessing reading levels to ensure home books are at independent level
- Targeted students and those below age-related expectations access suitable intervention
- Reading records signed to acknowledge parents hearing students read
- Teachers update Reading Scales twice yearly (October and May) to ascertain abilities and deploy strategies/interventions

3.3 Key Stage 2 (Years 3-6)

- Discrete phonics intervention sessions in Lower KS2 according to need
- 2 x small group GR sessions per week per student
- 2 x whole class reading sessions per week
- Individual reading with an adult at least once per week (daily for bottom 20%)
- Home reading diaries have written acknowledgement with signed, purposeful feedback
- In place of GR, teachers spend one week per term hearing individual readers or assessing students below Black Band books
- Targeted students and those below age-related expectations access suitable intervention
- Home reading diaries stamped if student receives reading intervention
- Reading records signed to acknowledge parents hearing students read
- Upper KS2 students experience challenge to read widely, including teacher-chosen texts introducing widening range of genres and complexity (see Great Middle School Reading Challenge)
- Teachers update Reading Scales twice yearly (October and May)

3.4 Key Stage 3 (Years 7-9)

- Students experience challenge to read widely, including teacher-chosen texts introducing widening range of genres and complexity (see Great Middle School Reading Challenge)
- Teachers update Reading Scales twice yearly (October and May)
- Upper KS3 students develop reading skills through Upper School Non-fiction Reading Programme
- Interventions considered for any student below expected standard in KS2 SATs

3.5 Key Stage 4 (Years 10-11)

- Students experience reading challenge based on widening ability to read non-fiction texts related to GCSE courses through Upper School Non-fiction Reading Programme

4. The Teaching of Reading

4.1 EYFS

Students begin their reading journeys with focus on developing early love of reading and books alongside acquisition of early reading and decoding skills. Lessons focus on:

- Frequent opportunities for shared stories
- Vocabulary development sessions
- Discrete phonics teaching
- Small group guided sessions
- Individual reading opportunities

4.2 KS1 and KS2

Core principles of 'Active Reading' are integrated into:

- Whole class reading
- Small group reading
- Weekly written comprehension lessons (from middle of Year 2)
- Daily reading starters (from Year 1)

4.3 Whole Class Guided Reading

Opportunity to:

- Model what good reading/comprehension looks like
- Teach content domains or key comprehension skills through engaging whole class texts
- Teach and model core principles of being an 'Active Reader'
- Teach and model key comprehension strategies linking to reading content domains
- Provide opportunity for collaborative exploration of key reading/comprehension skills
- Teach, model and practice effective interrogation of text
- Model how to approach and frame answers to comprehension questions
- Model effective text marking and other strategies for full text understanding

4.4 Small Group Guided Reading

Timetable enables each KS1 and KS2 class to have 2 x 30 minutes guided reading per week. All reading groups have adult support guiding them through age-appropriate and engaging texts.

Opportunity for students to:

- Emulate good modelling from whole class reading
- Apply what is taught in whole class reading in smaller, focused ability-group
- Use language modelled in whole class teaching
- Engage in open debate/give and justify opinions/discuss text impact

- Display ability to read actively: notice inferences, notice 'VIP' words, predict/infer, summarise and synthesise, independently mark texts

Opportunity for adults to:

- Make formative assessment of student progress
- Complete reading attainment trackers indicating attainment and gaps to address

4.5 Weekly Comprehension

Opportunity for:

- Independent application of whole class/small group learning
- Building speed/stamina/resilience in written comprehension

4.6 Daily Reading Starters

Opportunity for:

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

4.7 Reading Challenges

The Great Middle School Reading Challenge: Ambitious challenge to read 40 books in a school year for middle school students. Parents made aware and encouraged to support reading at home.

5. Assessment of Reading

5.1 EYFS and KS1

- Phonic knowledge assessed half-termly; strategies put in place where necessary
- Staff assess knowledge of key words/common exception words throughout year
- Track individual progress through observations and testing
- We track their phonic knowledge and tricky word recognition in their reading diaries for parents to see. It is done regularly (weekly) as we mark the sounds/words learnt that week and tick them once the child is confident with them.

5.2 All Phases

- Assessment against National Curriculum year group and content domain statements made weekly; informs future planning and targets
- During whole school assessment weeks, students complete reading comprehension tests to inform judgments (working towards, at or above national standard)
- In EYFS: half-termly updates of learning journeys and assessment against Development Matters monitored by SLT
- PM benchmarking: half-termly in KS1, termly in lower KS2

5.3 Middle School

Students assessed on reading abilities in half-termly tests using recommended reading comprehension tests as part of AQA recommended materials.

6. Reading at Home

We value the contribution parents and carers make to their student's education. Reading is a key area where home and school can work together to improve skills.

We ask all parents/carers to listen to their students read daily. Reading diaries are given to all students – these are mutually informative for communicating reading advice at home and in school.

6.1 Home/School Agreement

In Primary, parents/carers sign their student's reading record daily and sign a home/school agreement setting out our policy for addressing students who do not read at home:

- **EYFS and KS1:** Teachers keep record of who is reading regularly at home
- **Years 2, 3 and 4:** Students who have not read at home may be targeted for exeter reading with volunteers and staff
- Class teacher discusses any home reading issues with parent/carer

7. Reading Rewards

To encourage reading at home in Primary, we have a reading reward system. Students who read five times a week at home receive a weekly merit feeding into the award system:

- **30 merits:** Bronze certificate
- **60 merits:** Silver certificate
- **100 merits:** Gold certificate and badge
- **Reading Champion:** Certificate and book

8. Related Policies

This policy should be read alongside:

- **Phonics Policy**

9. Version Control

Date of Adoption of this Policy	July 2026
Date of last review of this policy	July 2024
Date of next review of this policy	July 2028
Policy Owner (SLT)	Jane Prothero
Policy Owner (Governors)	Whole Governing Body