



BAWB Federation Reading Policy

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Equality Statement:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

Distinctive Christian Vision

This policy has been written and/or adopted with our distinctive Christian ethos in mind:

Rooted in the message of the Good Samaritan, we provide an aspirational education for all. We flourish academically, spiritually, and socially.

Matthew 22v 37-39 (NEB): Love the lord your God with all your heart, with all your soul, and with all your mind. Love your neighbour as yourself.





INTENT

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” – Dr Seuss

At the BAWB Federation, we believe our primary aim is to give the children in our care the gift of reading. It is only by becoming confident readers that pupils will be able to easily access the other subjects of the National Curriculum and to move onto secondary education - and beyond - fully equipped to learn, grow and succeed. Reading opens up pathways into new ideas and new worlds; children who read are able to satisfy their curiosity and to develop independent learning skills that will take them far beyond the classroom. Children who read also become children who write – it is impossible to achieve the latter without the former.

In order to achieve our aim of enabling every child to become a fluent, confident reader, we keep the following endpoints in mind as we plan our teaching:

- **By the end of KS1:** Children are fluent decoders, able to read age-appropriate texts with confidence as they will have the full arsenal of phonics tools at their disposal. Children will have passed the phonics screening test and the end of KS1 reading SAT.
- **By the end of KS2:** Children are able to read effortlessly, understanding nuances of meaning and drawing on a wide vocabulary. They read widely and often and are fully prepared to access all subject areas in the Year 7 curriculum. Children will have passed their end of KS2 reading SAT.

These are challenging targets but essential if we are to prevent the disenfranchisement caused by an inability to read to an age-appropriate level. Where formative and summative assessments suggest a child may struggle to meet these endpoints, we take immediate action to support them and bridge any gaps between them and their peers.

IMPLEMENTATION

Phonics

We use the Read Write Inc (RWI) programme of phonics teaching in EYFS and KS1. This scheme is rigorous and systematic, ensuring children move quickly through the programme. Importantly, the developers of Read Write Inc share our belief that *every* child can learn to read.

All EYFS and KS1 staff across our federation use Read Write Inc, with an intensive training course booked in January 2020 that will ensure all teaching staff, across all key stages, are fully equipped to deliver the programme correctly and effectively. In the meantime, staff in KS2 use phonics intervention programmes based on Letters and Sounds to teach any children who still require phonics support.

In EYFS and KS1, we use reading materials that connect closely to the child’s phonics knowledge. The only reading strategy the child is using at this stage is decoding.

Teachers and teaching assistants listen to children read their phonics books as part of their RWI sessions. This aspect of teaching focuses on decoding.



Guided Reading

In KS1, each child will have at least one guided reading session per week with their teacher. These sessions do not focus on decoding; the teacher will read a book to the children that is more challenging than they would be able to tackle alone. Carefully planned activities then help them explore key objectives through their understanding of the book that has been read to them.

Guided reading is our primary means of teaching reading at KS2. The focus at this age changes from decoding to developing children's comprehension skills and vocabulary. Children are placed in groups (ideally not ability groups) and take part in a carousel of reading activities throughout the week. The core activity is the pre-planned guided reading session with the class teacher. This takes place twice a week for each child. During the sessions when they are not reading with a teacher, there are a carousel of activities that children access independently:

- 'Book Detectives': engaging, independent written tasks about the group's guided reading book. These are pre-prepared by the teacher.
- Reading Eggs computer programme: only available in the BAWB Federation for children in Year 3 and below, with some exceptions where additional needs have been identified. Those who do this programme access it at least 3 times per week.
- Comprehension: children in KS2 will work on their CGP Reading Comprehension book once a week. This activity is supported by a teaching assistant where possible. If a teaching assistant is not available, the teacher will mark the comprehension as soon as possible after the session and provide verbal feedback where appropriate. KS2 children who have been identified as still needing phonics lessons, do not take part in these comprehension activities.

Whole class developmental reading

The English units that are covered over the course of the academic year (see English policy), ensure children are also exposed to a wide range of stories, poems and non-fiction texts.

As part of these units, the class teacher will read a challenging text designed to develop the children's vocabulary and comprehension skills, explaining new words or exploring challenging themes while reading. This modelling by an experienced reader helps children to learn about and develop a love for texts they may otherwise find inaccessible. This developmental, whole-class reading takes place at least three times per week. It won't necessarily be part of the main English session: if the text is a cross curricular book it may be more appropriate to read it as part of a lesson for a foundation subject or science.

Cross-curricular reading

Our long-term curriculum plan for foundation subjects and science, identifies 'key texts' for each age group across our schools. These texts underpin our teaching of the topics in our long-term plan and are also made freely available to children to enable them to pursue their own individual lines of enquiry.

Reading at home

All of our children are encouraged to read at home as much as possible. We recommend little and often and support this by providing banded reading books for all children that are closely matched to their reading ability. In KS1, these will be phonics books that children are able to decode using their phonics learning within class. In KS2, we use test scores (PUMA) to identify the child's reading age and appropriate reading band.



Every child in our schools accesses a school library at least once a week. They are allowed to choose any book that takes their fancy and parents are encouraged to read it with them where they are unable to read it independently.

To encourage reading at home, we also have the Round-the-World Reading Challenge. Children and parents are invited to complete a range of age-appropriate challenges for different countries around the world, with children receiving certificates for each country they have completed successfully. The aim is to make it all the way around the world before the end of the school year!

Additional needs

In KS1, children are assessed regularly as part of the RWI programme and additional support provided where necessary. For children with significant barriers to learning, daily 20 minute, one-to-one tutoring sessions are provided in addition to their daily phonics session.

In KS2, those children who have not passed their phonics screening test and/or their KS1 reading SAT are given additional phonics teaching. This may take place as part of a small group or one-to-one, depending on need. As in KS1, these children are provided with phonetically decodable reading books to take home. In reading lessons, they decoding will be the only method of word reading they are expected to use. Age-appropriate comprehension skills are still taught within carefully planned guided reading sessions that take into account the child's individual learning needs.

Please read our SEND policy for further details.

IMPACT

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process.

Assessment is carried out:

- orally through questioning.
- by observation of children at work.
- marking of children's work.
- through planned assessment activities linked to the key objectives.

Informal assessment takes place continuously and teachers annotate planning to summarise their assessments.

Teachers make and record an end-of-year assessment, judging whether or not an individual child has met the expected standard for their age.

We also use termly reading assessments: Progress in Reading Assessment (PIRA). The results of these are used in conjunction with the teacher's formative assessment to accurately measure progress over time.

Target Setting

- Analysis of children's performance in tests helps the school to identify and set curricular targets for groups of pupils.
- School targets are set for pupil attainment for the end of Key Stage.
- Optional tests are used to help set end of Key Stage targets.



Reporting Procedures

Annual reports to parents include comments on:

- Pupil progress
- Pupil attainment
- Pupil effort and attitude

The English Lead also gives a written report to governors on a termly basis.

LEADERSHIP of ENGLISH

Role of the Headteacher

- Lead, manage and monitor the implementation of the curriculum, including teaching and learning (which includes weekly / unit planning).
- With the governors, keep the governing body informed about the progress of the curriculum.
- Ensure that reading retains a high profile in the school's development work.
- Deploy support staff to maximise support for the curriculum.

Role of the subject leader

The English leader is responsible for leading the development of English through the school by:

- Ensuring that teachers are familiar with the curriculum
- Lead by example in the way they teach in their own classrooms
- Prepare, organise and lead training, with the support of the headteacher
- Support the headteacher in carrying out an annual audit and action plan with staff and governors
- Work co-operatively with the SENCO in providing advice and support for staff
- Observe colleagues teaching on a termly basis, with a view to identifying the support they need
- Attend training and network meetings provided by LEA maths consultants and advisors.
- Work alongside the headteacher in planning, organising and leading events for parents about the curriculum and our policies
- Discuss regularly with the headteacher and governors the progress of implementing the curriculum
- Report on achievement and the quality of teaching and learning through careful data analysis and thorough monitoring

Role of the class teacher

- To ensure progression in reading in line with the new curriculum
- To develop and update skills, knowledge and understanding of reading pedagogy
- To identify inset needs in reading and take advantage of training opportunities
- To keep appropriate on-going records
- To plan effectively for reading, liaising with manager when necessary
- To inform parents of pupils' progress, achievements and attainment

Role of Governing Body

- To monitor the effective leadership of English across all three schools through a rigorous monitoring schedule
- To report back to the curriculum committee on a regular basis.