



**We care. We learn. We achieve.**

## **Reading Policy**

### **What is this policy for?**

This policy sets out how we teach reading in line with the legal requirements of the National Curriculum 2014. It describes how our provision for reading promotes reading for pleasure and enjoyment.

### **The vision for reading**

At Becket Primary, we seek to create a culture where all learners are actively engaged in the process of reading for both enjoyment and information.

Children will be able to make connections and links between different books as well as connections with other aspects of language.

We are determined to nurture a passion for reading and a motivation to read in all our pupils and staff. Through accurate, regular assessment, staff can ensure pupils are appropriately challenged and the key skills of reading are taught based on each child's individual needs. Individual progress is monitored and celebrated in class. Our pupils' individual reading diet is monitored through the home school books.

### **When is reading taught and learned?**

Daily reading is taught through whole class and group guided reading sessions and where appropriate, one to one reading takes place with a member of staff. Reading is also taught within English lessons and across the curriculum, allowing children to develop and practice their skills through a range of different contexts. Every teacher reads aloud to the class each day using high quality texts. To further enforce a love of reading Becket Primary regular reading assemblies, with termly author and poetry focus.

### **How is reading taught and learned?**

Discreet vocabulary lessons are taught at least twice a week to support children to access words in texts. Reading is taught as discreet lessons in Reception and Year 1 through phonics, small group guided reading and daily adult lead reading. This continues into Year 2 where whole class guided reading is introduced. As part of the phonics scheme new vocab is introduced as red/green words to complement the phonics stage and is further enforced through fully dedicated texts

In Key Stage 2, reading is taught through whole class guided reading sessions and small group guided reading on a two week timetable. Reading for pleasure is celebrated and planned as part of the whole class focus week.

In all key stages, reading makes up part of English lessons through looking at texts specific to their genre. Skills are also applied throughout other areas of the curriculum using our knowledge organisers.

At Becket, we recognise that developing strong, passionate readers is more than picking up a book. Through hearing stories, children will develop listening skills and be exposed to new words. This will help them build their own vocabulary and develop their understanding. Storytelling and



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teacher reading is a key part of the teaching of reading at Becket. Our pupils will hear staff read to them for pleasure at least four times a week.

Texts are selected across the school to introduce challenge and ensure class readers are age appropriate and not repeated year-on-year.

### **What do we learn in Reading?**

Early reading lessons in Reception and Key Stage 1 have a focus on decoding, segmenting and blending. Children develop their fluency and stamina for reading with the aim that they will not need to segment words by the end of Year 1. They also begin to develop simple comprehension skills, direct retrieval, inference and prediction, through book talk.

In Key stage 2, children continue to develop their fluency and read at pace. They are taught to highlight key vocabulary and explore its meaning within the text, how to directly retrieve information from texts, how to infer and how to summarise what they have read through the use of VIPERS.

Discrete vocabulary lessons helps us to support the children to broaden and deepen their vocabulary bank, therefore enabling them to access texts they read or are read to.

### **How do we measure success in Reading?**

Summative assessments will be carried out in Terms 1, 3 and 5 and will assess children's fluency and comprehension. This will be done through comprehension assessments. Where appropriate children will also be assessed termly through Benchmarking. Reading age assessments are conducted through FFT.

Formative assessments will be informally carried out during guided reading lessons and during one to one reading sessions to help inform immediate teaching and plan for following lessons.

### **Budget and resources**

Books are bought out of a central fund and are stored in levelled books. Our annual book fairs supplement the purchase of new books for the class libraries.

### **Safety and risk**

All volunteer readers are DBS checked and read with children in open work areas or within the classroom.

### **Equal opportunities**

There are a variety of books available around school to suit children of all ages, ability, gender and culture. Coloured overlays, books with large print and books written in different languages can be accessed by all. We have a school library stocked with fiction and non-fiction for the children to enjoy.

It is recognised that the themes in books, relationships and characters will shed light on the lives and experiences of children as readers. The choice of text has the potential to promote writing not only *about* the experiences of women, ethnic minorities and the disabled but *by* these groups of people, offering to children, through their wider reading, writers as role models for our various significant groups of learners.



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### **Community involvement and collaborations**

Reading events are held throughout the year. We run book fairs, reading challenges and take part in World Book Day every year. Volunteers come into school to hear children read. Reading assemblies/groups run weekly to promote shared reading across year groups, celebrate authors and expose children to a variety of poetry, fiction and non-fiction texts.

### **Monitoring and Evaluation**

The English team will monitor the standards of teaching and learning. This will occur through a range of activities of monitoring planning, observation of lessons, work sampling and pupil interviews.

Information gathered is shared with the leadership team and through the link governor for English.

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Policy reviewed: November 2023

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Ratified by the Local Governing Body: Awaiting approval