



## **Bournmoor Primary School Reading Policy**

### **Introduction**

At Bournmoor School Primary, we believe that pupils should enjoy reading a range of fiction and non-fiction texts that allow them to explore a range of interests and topics. We work together in our school to make it a language rich environment where reading is valued. The importance of reading is a belief shared by all staff because it unlocks all of the curriculum. Therefore reading (decoding and comprehension) is imperative. The purpose is to make pupils fluent readers earlier to support their learning in all areas of our broad and balanced curriculum. We celebrate reading progress in our school in class, through sharing good news with parents and through children achieving the 'Rockstar Reader' award in Achievement Assembly. This award was designed to promote the love of reading and acknowledge the hard work and success of pupils. As a staff, we aim for consistency in our approach to reading from EYFS to Year 6 and share ideas and complete training together to achieve this.

Reading is taught in a variety of ways including:

- Daily phonic sessions (EYFS and KS1) using the Twinkl scheme.
- Individual reading with the teacher or teaching assistants using colour banded texts.
- Guided reading sessions.
- Whole class reading lessons e.g. poetry, comprehensions, presentations, summarising, inference and predictions skills, comparing texts etc.
- Comprehension booklets (KS1 and KS2).
- Whole class novels and texts.
- Online reading texts and audio books.
- Cross-curricular reading opportunities in foundation lessons.
- Discrete reading sessions during lessons.
- Library time.
- Dictation which also helps with spelling, punctuation and handwriting.
- Teachers model and teach good listening skills.
- Reading aloud to pupils is a priority. We repeat texts to aid comprehension and to expand pupil vocabulary.
- Use drama and role play with familiar stories (EYFS and KS1).
- Our focus on book corners is the quality of the texts.
- Poetry for all year groups.

We follow the colour-coded Bug Club Reading Scheme from Pearson and use Twinkl for our phonics lessons.

### **Reading in EYFS**

When children enter the EYFS unit, they begin preparation to read by completing the 'BLAST' programme. BLAST is 'Boosting Language Auditory Skills and Talking' and works on the underpinning skills for language, communication and literacy, turn taking, discrimination, listening, attention and social communication as well as developing basic language skills. This programme lasts for six weeks and is delivered in order to prepare the children to begin Phase One of the Letters and Sounds programme. During Phase One pupils will learn to hear, remember and acknowledge specific sounds. This helps pupils to start to learn and say the sounds in Phase Two. Pupils will then be taught to blend sounds together to read words. As pupils progress to Phase Three, they will learn more complicated sounds and read words with more than one syllable. Children have constant access to the reading area and library with a large selection of fiction and non-fiction books.

### **Key Stage One**

As pupils move into Year One, they will have the opportunity to consolidate Phase Three sounds as well as progressing to Phase 4 and Phase 5. Children will now be able to read polysyllabic vocabulary and recognise common suffixes. Children will be taught daily phonic sessions and will also receive a Phonics Booklet to take home in the Spring Term in preparation for the Phonics Screening test which is taken at the end of Year One. The development of comprehension skills is a key part of Key Stage One teaching so pupils will be able to fully understand what they have read.

## **Key Stage Two**

As pupils enter Key stage Two, they will have a solid foundation of word reading and comprehension skills. They will now begin to read more advanced texts to develop their prediction, inference and summarising skills. They will have the opportunity to access a large selection of fiction and non-fiction texts in preparation for the SATS reading test which will be taken in Year 6.

## **Wider Reading**

- We encourage children to read as much as possible. This can be absolutely anything: books, newspapers, food labels or even road signs. If they are unsure of the words we ask them to “sound it out.” This is also encouraged at home.
- We ask parents that after reading their child’s home reader, they write a comment in their reading book. This helps teachers to keep up-to-date with your child’s progress.
- Practise reading and spelling the key words (displayed in the child’s homework and reading record) as much as possible.
- Children can use the school library and we encourage use of online books or local library.

## **Reading at Home**

Reading is one of the most important skills that children can develop as it is essential in everyday life. We encourage children to read as often as possible. We use the Pearson Book Club Scheme at school. These books are specifically designed to help consolidate and embed phonic knowledge. Therefore, it is important to read these books more than once as children are reading to develop fluency and accuracy. It is also essential that pupils read a wide range of different text types to encourage a love of reading. Reading for twenty minutes per day has a huge positive impact of children’s vocabulary, spelling skills confidence and creativity. Additional information and support for parents is available via our website.

## **Testing of reading and how we use the results**

We use end of term reading tests to provide information on groups as well as individual performance so support can be targeted and interventions amended. This provides a reading comprehension age which is useful for adapting work and also to compare to word reading age. We use a Word Reading Test at the start and end of term to provide a reading age which can be compared the child’s chronological age. This allows us to quickly identify children who need support to keep up with their peers. Also, this is very useful for children who join our school from other settings to assess their ability in terms of word reading. Year 2 and Year 6 complete past SAT papers to provide individual scores and also identify specific areas that need further coverage or that children are doing well in. Also, we use the phonics screening test to check on Year 1 (Y2 as required) as part of our ongoing checks.

## **Where and how pupils in Key Stage 2 read non-fiction texts.**

We offer a wide range of texts which include fiction and non-fiction. These books are introduced in EYFS and are available up to Year 6. To promote reading of non-fiction, we offer a wide selection of books in our school library for children to access and enjoy. In class during lessons including history and geography for example, children access non-fiction texts, source materials and online information. When researching topics at home and at school, children use the internet. Also, our reading scheme includes non-fiction reading books which are sent home. Additionally, a large variety of non-fiction texts are available in the reading area for each class.

## **Support for pupils with SEND**

Pupils with additional educational needs are supported in a variety of ways which are adapted to support them. They will achieve specific targeted interventions such as additional phonic sessions, extra reading slots or comprehension practice. Regular data collection of these sessions allows teachers to plan productive and specific interventions to allow the progression for the child to meet their targets.