

## Reading Policy

### Intent

#### **Our Reading Vision**

At Baldwins Gate Primary School, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; we strive to foster a lifelong love of reading.

Our reading curriculum is delivered through a high quality synthetic phonic programme and through comprehension; building a passion for reading.

We firmly believe in the philosophy; keep up not catch up. We support our children to develop effective reading behaviours so they all read frequently and widely; whilst confidently discussing what they read. This is supported in school by phonic sessions, shared and guided reading, home reading, reading across the curriculum and the use of high-quality text read in every class. We believe that through providing these opportunities we will create a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to express themselves effectively. These essential approaches help our children to develop as fluent, enthusiastic and critical readers.

It is important that the children at Baldwins Gate are motivated to read at both home and school regularly; when their reading opportunities increase, so does their fluency and stamina, building their enjoyment for reading. We are passionate about the importance of reading for pleasure, not only for outcomes but for wider learning enjoyment and improved mental wellbeing. At Baldwins Gate we work hard to foster a love of independent reading and we thoroughly understand the importance of parents and carers in supporting their children. We endeavour to build home-school partnerships that enable parents and carers to have the confidence to support the development of both word reading and comprehension skills at home.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading; by not only giving children opportunities to read in English, but through reading across the curriculum. At Baldwins Gate we firmly believe in building the whole reader, someone who is able to tackle new vocabulary with confidence and comprehend to enjoy.

#### **What will our children who can read effectively look like?**

##### **Our school reading aims for 2021 - 2022**

- Our pupils will be confident to talk about the sounds that they know and how to blend them together to read (decoding)
- Our pupils are fluent readers, only using phonics decoding (breaking words up) for words with newly taught phonemes/graphemes.
- Our pupils will be using reading in all subjects across the curriculum to link and connect knowledge learnt.
- Our pupils will have strong word recognition and language composition.
- Pupils are at least in line with age related expectations in all classes and for those who are not 'keeping up' catch up is given immediately to close gaps.

## Implementation

Learning to read is one of the most important things a child will ever learn. It underpins everything else, so we put as much energy as possible into making sure that every single child learns to read rapidly and as soon as they are able. We also want our children to develop a real love of reading and expand their desire to read for their own enjoyment and learning. This is why we work hard to make sure children develop a love of books as well as simply learning to read.

## Learning to read

### Phonics at Baldwins Gate

We teach phonics consistently at Baldwins Gate Primary School. We use the phonic programme Essential Letters and Sounds to develop our children's reading skills through a high-quality phonic programme.

In Nursery, Early language development and exploration of sounds is key to getting the learning behaviours for letters and sounds embedded. We explore Phase 1 phonics, using the Letters and Sounds document; as recommended by our phonic programme. This encourages auditory segmenting and blending using musical instruments, rhythm, rhyme, voice sounds and oral blending.

In Reception, Year 1 and (where needed) year 2 we have one high quality phonic session a day. This focuses on phonics for reading and phonics for spelling. We consistently follow a four-part (Review, Teach, Practise, Apply and review) lesson approach to our teaching sequence, making sure that it is consistent across year groups. Our staff and volunteers, (within our early-reader age range, Reception to Year One), are trained in phonics. We firmly believe that anyone working with and supporting the teaching of reading should be confident in talking about and using the principles of phonics. Our sounds are taught in progressive sequences, allowing time for application in reading and fluency checks to assess confidence in reading. This ensures opportunities are evident for spacing and repeating learning, supporting the development of sounds up until they become automatic in reading and spelling. Alongside the teaching of phonics, children are also taught common exception words that do not follow a regular pattern. At Baldwins Gate we call these words HRS (Hard to read and spell words).

In Year 2 and Key Stage 2 (Years 3 - 6) we also deliver phonics to all children who do not have the decoding skills or fluency expected for their age group (or that of a year 2 child). \*\* Training is frequent for all staff and the consistent approach to phonics is used to ensure the teaching sequence matches that of Key Stage 1.

\*\*There maybe occasions where especially older pupils use other methods of learning to read, when referred by a professional (i.e., Educational phycologist or speech and language therapist). This decision is made on a case-by-case basis.

Phonics teaching is also supplemented by a wide range of speaking and listening, English, spelling and grammar activities.

[-Phonics Sequence \(taken from Essential Letters and Sounds Documentation\)](#)

[-Baldwins Gate Reading Progression Map \(including word reading\).](#)

### **Reading at Home at Baldwins Gate**

We firmly believe that passionate readers are built only with a strong partnership between home and school. To enable us to develop parental understanding and partnership we deliver parental workshops which are designed to facilitate engagement of parents, share phonic strategies and support in developing passionate readers who understand what they have read. We begin by 'sharing our philosophy on reading' and 'the importance of building a reading passion', and progress to 'using phonics to help build confident readers'; 'developing readers to demonstrate a deep understanding through comprehension'; and finally, 'supporting the development of the whole reader to build passion and joy for books'.

In addition, we celebrate reading together throughout the year by taking part in both school based, local and national reading initiatives. This year we aim to take part in initiatives including the Read for Good Readathon, National Poetry Day, World Book Day, author e-visits, National Literacy Trust competition, book swaps and extreme reading challenges.

### **Home Reading for our Nursery Children**

Autumn- A share with me book; a book to support reading for meaning, to be shared between adult and child.

Spring Term- A share with me book, as above.

Summer Term- This will continue as above, but where appropriate, some children will receive a non-word picture book to introduce the characters (Biff, Chip, Kipper, Mum, Dad and Floppy). (If teaching of phonic letter sounds (phonemes and graphemes) as begun children will receive the matching phonic reading books to practise their knowledge of phonemes and grapheme correspondence at home, including blending, at home).

### **Home Reading from Reception- Year 2 (and further where required)**

While learning to read through phonics your child will have access to 3 - 5 reading books per week.

Book 1/ 2 - will be a reading book(s) that practises the exact grapheme-phoneme correspondences that they have been taught during the week by their teacher which is sent home on Friday.

Book 3 / 4 - Fluency book - an easier book to encourage quick, fluent reading.

Book 5 - A share with me book, a book that can be shared between parent and child. These books aim to build a love of reading and further opportunity to engage in comprehension questions using our 'Totally Pawesome' question bookmark.

### **Home reading for our older children Year 2 onwards (where appropriate/when ready)**

Older children will they might receive one well matched story or book to help with fluency and one share with me book, to continue to support the building of reading passion.

If the pupil has become a fluent and confident reader who is able to discuss a book, showing good comprehension skills, demonstrating their aptitude to read for meaning with confidence. These children are encouraged to become free-readers selecting age-appropriate books, making decisions based on author and opinion are shared with children in classrooms and the school library. Free-reading books are checked by the class teacher for appropriateness.

## Reading for Meaning

### Royal Shakespeare Company at Baldwins Gate

At Baldwins Gate we use a wide range of high-quality texts to support both the teaching of reading and writing. As part of the associate school program pupils at our school regularly (once a term) use a different Shakespeare play to practise their speaking, listening, reading and writing skills. These texts allow children to discuss and develop a deeper knowledge of language. Vocabulary used in the play is shared with our youngest children while, where appropriate, whole sections of the plays are shared with our junior children. We are now using this approach to success including using further high-quality texts, that share similar themes or support the teaching in class.

Through this programme pupils at Baldwins Gate Primary School enjoy the opportunity to perform plays and act out their own work on stage.

### Guided Reading at Baldwins Gate

Staff at Baldwins Gate use the 'Totally Pawesome Comprehension Gang' to support teaching of the reading domains.

### Totally Pawesome Comprehension

At Baldwins Gate we use the 'Totally Pawesome Reading Gang' to support our teaching of comprehension and the development of our reading content domains.

Pupils in Early Years Foundation Stage focus on;

- Vocabulary Victor; who teaches children to draw on the knowledge of vocabulary to understand texts.
- Rex Retriever; who teaches children how to identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
- Sequencing Suki; who teaches children how to order and retell a text they have heard or read.

In Key Stage One our pupils continue to focus on the domains above and in addition we build upon these through;

- Predicting Pip; who teaches children to predict what might happen on the basis of what has been read so far.
- Inference Iggy; who teaches children to make inferences from texts, by hunting for clues in the texts.

In Key Stage Two our pupils continue to focus on the domains above and in addition we build upon these through;

- Summarising Sheba; who helps to teach children to summarise the main ideas from more than one paragraph.
- Arlo Author; who helps to teach children to identify/explain how meaning is enhanced through the choice of the author or poets' choice of words and phrases.
- Cassie the commentator; who helps us to identify and explain how information/narrative content is relayed and contributes to meaning as a whole, and supports children in making comparisons within the text.

### Reading across the curriculum

At Baldwins Gate we use texts throughout the day and provide reading opportunities in all lessons. Teachers set tasks that allow children to develop and apply their reading skills, which promotes the independent application of reading strategies, understanding of the importance of reading and provides opportunities for the development of skimming, scanning and evaluation of information skills.

## **Reading for Pleasure**

### **Building a Passion for Books at Baldwins Gate**

Teachers regularly read with our children at Baldwins Gate, allowing them to get to know and love all sorts of stories, poetry and information texts. This is in addition to the books that pupils take home. This helps to extend children's vocabulary and comprehension, as well as supporting their writing. All classrooms have 'mini-libraries', where the children can access a range of appropriate books, both fiction and non-fiction to help embed their love of books, stories and reading.

In EYFS we share books at least 3 times per day. In Key Stage 1 books are shared both during lessons and at least once a day a class read is shared. In Key Stage 2 every opportunity is taken to share texts daily, this can include a whole class text.

### **Local Library Books**

Children have the opportunity to visit the local library bus that visits the village once a week. The children visit in different terms depending on year groups. We believe this supports the development of passionate readers. The children also have access to our own school library, where they can take and enjoy a variety of different text types to read at school or check out and take home to share with their families.

### **Impact**

Through the use of our high-quality systematic phonics programme and comprehension work we aim for our children to become fluent and confident readers who can independently apply their knowledge and experience through a range of texts for pleasure and enjoyment. As well as using their reading to unlock learning in all areas of the curriculum.

We firmly believe that the impact of our reading curriculum should go beyond statutory assessments. For our year 6 pupils preparing for secondary school will have developed their own interest in books, a deep love of literature across a range of genres, cultures and styles.

In addition, we wish to give our parents/carers a good understanding of supporting reading at home.

The percentage of pupils working at age related expectations will be at least in line with national average, and will match the ambitious targets of individual pupils. \* There will be no significant gaps in the progress of different groups of pupils disadvantaged vs. non-disadvantaged.

\*Pupils with severe special educational needs maybe removed from this data were appropriate and applicable.

This impact can be monitored by;

- End of EYFS, KS1 and KS2 statutory assessments
- The Year 1 phonics check.
- Termly assessment tracking information being shared with SLT (including key areas of concern).
- Learning walks and observations.
- Pupil enjoyment and confidence in reading.
- Whole staff moderation sessions focussed on progression of one area of reading across the school.
- Local authority moderation sessions.
- Termly pupil progress meetings with the head/SENCo with key children requiring support or challenge identified and shared with SLT prior to the session.
- Head Teacher and SLT monitoring.
- Pupil/Parent questionnaires and chats.