



Reading Policy

Aims:

At Beacon View Primary, we whole-heartedly believe that reading is of vital importance to all children. We believe that it is our moral duty to ensure that all of the children in our care are taught how to read and how to understand what they have read and link it to their own lives and experiences.

We do this through teaching both word recognition and comprehension skills alongside each other. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. At all years throughout the school, the children are taught the skills they need but our aim is that the majority of the word recognition skills are taught in EYFS and KS1 so that by the time the children start Year 3 they are fluent readers able to access a range of texts. To support the children's comprehension skills, the teachers teach the children how to read like a reader wherever needed.

All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. All pupils are expected to read at least 3 times a week at home and the school, parents and children all sign a 'reading pledge' at the beginning of the year committing to this. Reading within class will be seen across all subject areas and include a wide variety of materials.

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. These words are 'rescued' within the class and children are given the opportunities to explore word meanings and encouraged to use these words within their own speaking and writing where possible.

Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds and as such is a significant focus throughout the year at Beacon View. The majority of our topics are based on and around high-quality texts and reading is encouraged throughout the year through events such as author visits; authors of the term; library visits; reading passports and the book awards for Years 1 and 5.

Expectations:

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. To achieve this the children are expected to achieve milestones throughout their time at school including achieving phase 1 in phonics by the end of Nursery; achieving phase 4 in phonics by the end of Year R and achieving phase 5 in phonics by the end of Year 1. These milestones are set out for each year in a milestones document and the children who do not achieve these milestones are then targeted to catch up.

It is the expectation of the school that every class will have an established reading corner. This needs to be a safe and stimulating area that includes a wide selection of books in labelled baskets. These books will include fiction and non-fiction texts, topic books and newspapers. The reading area needs to include comfortable places to sit and questions to encourage the children's thinking. The books in the reading corner should be forward-facing to support the children to choose appropriate books. It may also include children's own reviews of books or pictures of their favourite books. Somewhere within the classroom it is

also expected that there will be a 'Reading Rescue' display that focuses on developing the children's vocabulary. The children will identify up to 5 words a week in their reading that they like and these will become the words that are rescued that week and become part of the children's own vocabulary. There also needs to be some links to the author of the term and some kind of celebration of those children who are reading at home regularly.

Reading for Pleasure

Reading for pleasure is an important part of the reading curriculum here at Beacon View and the children are given the time to read and most importantly discuss the books they like. The teachers and other staff members will model this process and encourage the children to reflect on their own reading and share their opinions as much as possible.

Guided and Whole-class Reading

The children's taught reading sessions will be a mixture of guided group and whole-class sessions. The guided-group sessions enable the teacher to focus on key skills they know a specific group of children need whilst the whole class sessions allow all children (regardless of their personal word recognition and phonics skills) to access, experience and discuss high-quality texts therefore preventing them from being held back by the mechanical skills of reading.

These sessions will follow these guidelines:

- Where possible, the texts taught and explored should be linked to either the literacy text-type being taught in Literacy lessons or the overall topic content. If possible, the text will link to both but the quality of the text the children are exposed to is more important than making tenuous links or using an inappropriate text.
- The objectives will be taken from the National Curriculum and EYFS curriculum with an emphasis on the reading domains. Teachers will use ongoing assessment to aid their planning.
- In EYFS and KS1, links will be made between phonics/spellings and reading to strengthen the children's understanding. In KS2, this will happen when necessary for those children who still need these links to be made explicit.
- The reading planning will cover a cycle (usually of at least two weeks) where the children will be able to get to know and properly explore a text extract. They may also look at links between different texts. They will be taught a mixture of skills and comprehension strategies that reflect what they need.
- All reading work will be marked in line with the school's marking policy.

Early Years Unit

Guided reading is taught daily with each child working in a small group with the teacher at least once a week. Both the teacher and TA will also hear the children read individually each week.

The children complete a book introduction where they are introduced to any tricky/unknown words in the text and have the meaning explained. They also have the text put into context for them. Links are made to their understanding/knowledge.

The session is then spent reading and understanding the text. Links to phonics are made.

The children then take these books home for the week to read. They must be in school every day for 1:1 reading. All staff have a rota so that every child is heard reading individually every week.

A phonics workshop is run by the Lower School Lead at the beginning of every year to support the parents' understanding of phonics and ensure they are able to help their children. Follow-up sessions are held throughout the year as and when needed.

Key Stages One and Two

- Guided Reading will happen daily and over the week will include both guided-group and whole-class sessions. Links to phonics will be made where possible and necessary.
- The children are also asked to apply their learning to example assessment questions to prepare them for their KS1 and KS2 assessments.

Policy Agreed: September 2019

Review Date: September 2020