

The British School Reading Policy- Our Intent, Implementation and Impact Reviewed: July 2024

Introduction

The British School believes English is the foundation upon which our children's education is built. We believe that all primary pupils need high levels of literacy skills and specifically, need to be able to read with confidence and understand both written and oral forms of our language. The British School is committed to helping its pupils develop their reading and comprehension skills and in turn, help them to access their maximum potential as individuals within society.

At The British School, we believe that reading is one of the most important tools children will ever need. It is vital in both school and in public life. Therefore, our intention is to make children competent in a number of key literacy skills and give them the opportunity, support and disposition to use them in a diverse curriculum.

The British School follows the National Curriculum and the Early Years Foundation Stage for reading. Staff have worked to create a progression skills document, ensuring that each year group builds on the previous, all with the aim that children will leave primary school as competent and confident readers with good comprehension and oracy skills. Staff at The British School are therefore clear about what pupils should know when they enter different year groups, as well as what they need to know by the end of that specific year and can use this information to support with recapping prior learning and addressing gaps in pupils' knowledge, should this be necessary. At The British School, staff are aware of differing groups of learners and disadvantaged children in their classes and can therefore plan accordingly so that all children achieve success within their reading experiences and learning. Teachers can differentiate reading activities to meet individual needs.

At The British School, children take part in daily whole class reading lessons. We feel that reading is the cornerstone of the entire curriculum and therefore, have also embedded reading within all our lessons, through cross-curricular approaches. The curriculum we offer our children intends for them to become primary literate but also, children who have a love for reading, have good understanding and comprehension skills and speak and listen purposefully. We intend to do this through our curriculum, our school environment and through having a high profile of reading within all that we do.

INTENT

The aims of our reading curriculum at The British School

We aim:

- To implement the legal requirements of the National Curriculum and the EYFS framework.
- To develop children's' reading skills and understanding, through high quality teaching.
- To foster in children a love of books and reading.
- To ensure children can read independently and with enthusiasm.
- To provide children the opportunity to speak confidently about books/texts and listen to what others have to say.
- To ensure children have had access to a wide range of text types, genres and themes within books.
- To provide children with opportunities to discuss reading and share their own opinions.
- To ensure children become fluent, confident readers and know what it means to be a good reader.
- To develop children's cultural awareness and life skills through high quality texts and reading material.
- To foster a positive and enthusiastic attitude towards reading across the school- we love reading and place high importance on reading for pleasure.
- To ensure all children leave our school as competent readers, who are able to use reading in their daily lives.

Equality, diversity and inclusion in English Reading:

At The British School, we create an inclusive culture of achievement, high standards and high expectations. We provide equal opportunities for all pupil's to learn English, irrespective of race, gender, class or ability and we have high expectations of all pupils.

We ensure that positive images of all groups are promoted throughout the school, both in the use of language, in the provision of resources and through displays.

We ensure that all children have equal access to effective, quality-first teaching and learning, in all areas of the English curriculum. In lessons, pupils are taught predominantly through whole-class interactive teaching; where possible, the focus is on everyone working together on the same lesson objective(s), at the same time, to master the content of the National Curriculum 2014.

As a school, we ensure that we meet the diverse needs of each individual pupil, in order to ensure the active participation and progress of all pupils. Class teachers,

in collaboration with the SENDCO, will ensure that any specific needs, requiring specialist resources, are addressed promptly. In English lessons, pupils with SEND will be supported in a number of ways, through adaptive teaching. Strategies may include:

- Targeted support by the class teacher;
- High-quality modelling;
- Pre-teaching of the text;
- Appropriate scaffolding;
- Varied questioning strategies;
- The use of peer support;
- The use of differentiated resources;
- The provision of additional resources;
- The provision of coloured paper and overlays (dyslexia)
- Additional time to complete tasks.

Teachers provide feedback and marking to all pupils, in line with our school marking and feedback policy. Following each daily English lesson, pupils may receive targeted misconception interventions, delivered by the class TA.

Curriculum structure

At The British School, all classes use a whole class guided reading approach to the teaching of reading. Children in KS1 and KS2 follow a structure across the week, to ensure reading skills are progressively and effectively covered. The structure is as follows:

1. Fluency and prediction focus
2. Rapid retrieval and vocabulary understanding
3. Oracy and discussion
4. Comprehension and question types
5. Reading for pleasure

Children in EYFS complete whole class guided reading but use class texts linked with continuous provision and children's interests. The focus and structure for these sessions is for children to experience high quality texts, hear expert and fluent reading from their teacher and have opportunities to discuss and talk about stories. Children in EYFS also have opportunities to develop their reading skills through individual reading with their class teacher/ class teaching assistant and through small group carousel. The texts used in these sessions link directly to the children's developing phonic knowledge (using Oxford Owl texts/books).

Reading sessions take place every day at 10:30am. However, reading is also incorporated across the curriculum and will be included in all lessons.

Guided reading can be taught by the PPA teacher in each class, following the given structure. Children have a separate exercise book for their guided reading lessons; this makes evidence of progression clear and shows the structure we follow.

Planning and Teaching

At The British School, our aim is to develop children's knowledge, skills and understanding in reading, through careful planning and high quality teaching.

We believe pupils should:

- Experience success from the earliest possible age.
- Support skilled word reading with matching letters to sounds (Phonetic Awareness).
- Use pictorial clues to inform their reading.
- Read with fluency, accuracy, expression, understanding and enjoyment.
- Develop good comprehension skills.
- Read for meaning using inference and deduction skills.
- Use a range of reading clues such as phonic, graphic and contextual.
- Retrieve information from a text.
- Develop their understanding of fiction, non-fiction, poetry and drama.
- Recognise the characteristics of different text types.
- Develop their knowledge and understanding through a range of literature; Non-fiction, fiction, poetry, plays and non-literary texts.
- Challenge themselves by broadening their reading horizons.
- Be able to read accurately and confidently in any subject by the end of KS2 and be secondary ready.
- Develop pleasure in reading and enjoy reading, books and exploring the literary world!

IMPLEMENTATION:

The role of the subject leader

The reading subject leader ensures that the design, implementation and monitoring of the reading curriculum is effective across the school.

The role includes:

- Improving the quality of reading teaching and learning across the school, through an effective and rigorous monitoring process.
- Supporting colleagues with planning, teaching and assessment.
- Monitoring pupil progress and attainment for reading (with the Headteacher and SLT).
- Recording a yearly action plan.

- Auditing and maintaining resources, managing the reading budget.
- Attending network meetings and informing staff about development and new resources.
- Undertaking own CPD and providing CPD for staff.
- Organising reading activities and competitions to promote reading for pleasure.
- Recognising inset needs.
- Communicating with the reading Link Governor.
- Building relationships within the local community.
- Encouraging parental involvement.

Teaching and Learning

Each class teacher is responsible for planning guided reading for their own class. Year 1-6 follow the given structure for whole class reading sessions and Y2-6 use Fred's Teaching resources to support the delivery of this. EYFS and Y1 use texts and resources from Oxford Owl to support their delivery of guided reading, in line with the children's developing phonic knowledge. All classes have been given a reading spine (Pie Crobett) to choose relevant and challenging texts for their Reading for Pleasure sessions or can be guided by their classes' interests. PPA teachers can deliver guided reading, following the given structure.

Planning

At The British School, teachers plan their reading sessions in line with The Early Years Foundation Stage Framework and the National Curriculum alongside the reading resources/texts from Oxford Owl (EYFS & Y1) or Fred's Teaching (Y2-6). This ensures that relevant and progressive reading skills and knowledge are planned for and delivered effectively. A long term plan has been produced to ensure texts covered are progressive, challenging and appropriate across the school and in each year group. This plan takes into account curriculum links and texts relating to topics covered. Teachers produce short term plans for weekly guided reading lessons and these plans include comprehension questions, including differentiation and challenge for all groups of learners within whole class sessions. The reading subject leader works with staff and monitors their planning to ensure that children are receiving a broad, balanced and creative reading curriculum, with the schools' reading intent in mind.

Marking and Feedback

At The British School, our goal of marking and feedback is always to move learning forwards. Within reading sessions, we often use immediate verbal feedback and prioritise this as a focus. This verbal feedback may be about children's specific reading skills and prosody or about their discussion and comprehension answers. Verbal feedback may be provided from an adult or a peer.

Many of our guided reading sessions are discussion based and therefore the main focus for feedback will be given verbally. However, when answering comprehension questions, teachers use pink and green written marking to provide feedback, as outlined in our school's marking policy. Children then can respond to marking in purple pen.

Assessment

Teachers regularly use both formal and informal assessment, to assess the progress and attainment of all children in reading. Assessment for Learning occurs throughout guided reading sessions and enables staff to adapt their teaching to meet the needs of individuals. Marking of work and verbal feedback are also used as forms of reading assessment. As well as this, teachers use more formal methods of assessment, such as:

- Using Insight to track progress and inform planning by identifying gaps in learning.
- Using NFER reading assessments termly.
- Identifying children not making progress (through Insight and the NFER tests) and targeting these children for support and interventions.
- Monitoring children's reading and comprehension age three times a year.

Parents are informed of their child's reading progress at parent's evenings and in a written report three times per year. Reading age and comprehension age is also reported to parents within these reports.

Interventions

Teachers identify children, using assessments, who require reading support and these children are placed on our target readers list. These children read with an adult every day and are regularly monitored for progress. This support might be for reading fluency or reading comprehension and understanding. These groups of children can change throughout the year.

Interventions can also take place following guided reading sessions, if children have misconceptions, particularly surrounding how to answer question types and comprehension. These interventions will be completed on the same-day and are usually led by a teaching assistant.

We ensure that vulnerable groups of children are heard to read on a daily basis and that all children listen to high quality books and texts from their teacher every day.

Other reading opportunities- Reading for Pleasure

Reading is not only celebrated in discrete guided reading lessons at The British School. Around school you will find displays which celebrate reading, through our competitions and experiences that we offer children to develop their own reading for pleasure and love of books. Some of these competitions include Extreme

Reading, Book Boxes and BookFace. This high profile of reading enriches and complements children's learning.

Children visit the school library at least fortnightly and have an opportunity to choose books/texts independently in line with their interests. The school library uses a simple Dewey system and children know how to access picture books, early chapter books, fiction and non-fiction.

At The British School, we are keen to offer opportunities for children to develop their love of reading and books. We take part in national reading events and celebrations, such as World Book Day, and offer a yearly book fair. We work in conjunction with the local book shop (The Cotswold Edge Book Room) and attend (virtually) the local Stroud book festival. We encourage author visits and currently are working with an author/illustrator on a yearlong book project throughout the school across all year groups.

The British School works with Read with Me, a local charity, that provides reading volunteers for schools to hear children read regularly. All year groups have regular volunteers who come and listen to children read. These volunteers are trained to support reading appropriately.

Home Reading

As per our homework policy, children are expected to read at home five times a week. Each child has a reading journal, which provides them with a place to record their home reading and creative reading activities. In EYFS and KS1, the reading journal is completed by the parent, who comments on how the children are reading and managing with the texts. These children receive two books per week and these books align with the children's current phonic stage. One book is phonetically decodable and is read three times for fluency. The other book is a non-phonetic book and is for 'sharing'. By KS2, when children are more independent readers, children are expected to record in their own reading journal. By this time, most children will have moved to become a free reader, where they can access reading books independently. We have expanded our reading scheme books for KS2 and children reading these books also read them three times for fluency. Class teachers provide some guidance on the types of books children should be reading at home and will support children in finding appropriate texts. Reading activities are to be complete every fortnight by all children and teachers provide feedback in the journal.

IMPACT:

The impact of our curriculum is clear - progressive, sustained learning, transferable reading skills that can be used across the curriculum and children who leave The British School as confident, fluent readers and are able to use reading to access their daily lives effectively.

As children begin their reading journey from the very start of their Reception year, learning becomes established instantly and then becomes sustained throughout the time they are with us at The British School. Children build their knowledge, each year they are with us, and as staff have a clear understanding of our curriculum, children are encouraged to use their reading knowledge in all that they do. Although all children have different starting points in their learning journeys, children's progress is important to us and each individual makes significant progress in their reading due to our intent and implementation. As children progress as readers, there will be a gradual transition from learning to read to reading to learn. This is the intended impact of our reading curriculum.

Monitoring

Impact is also measured in the way that we monitor, evaluate and review our reading curriculum. This starts with the class teacher, who monitors progress within daily lessons and uses this to inform subsequent lessons. Teachers are able to quickly identify those not making progress and put strategies and interventions into place to address this.

Pupil Progress meetings take place three times a year with the Headteacher. Reading progress is monitored during these meetings. Those not making expected progress are identified and a clear plan is put into place to address and support these children. Children who are working at Greater Depth are also identified at these meetings and discussions will be had about how to challenge these children appropriately.

The subject leader consistently monitors the quality of teaching and learning in reading, using the following strategies:

- Monitoring and scrutiny of planning
- Monitoring data
- Regular drop ins
- Book looks
- Learning walks
- Pupil Voice
- Moderation
- Staff feedback and questionnaires

Monitoring the impact is an important way of maintaining quality and standards and to ensure there is clear progression throughout the school.

Reading across the school is also monitored by the subject Link Governor, Kate Cropper. The reading subject leader meets regularly with the Link Governor to discuss the impact of the curriculum.

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Next Review: July 2025