



Beaufront First School Reading Policy

Aims

At Beaufront County First School, we believe that a high-quality reading curriculum is essential if children are to develop a lifelong love of reading. Our curriculum aims to develop the habit of reading widely and often for both pleasure and information.

As a developing **Rights Respecting School**, we uphold the articles from the United Nations Convention on the Rights of the Child. These articles underpin our Reading policy:

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights and respect for their parents, their own and other cultures, and the environment.

Article 3 (best interests of the child) The child's best interests must be a top priority in all things that affect children.

Article 17 (access to information from mass media) Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

To promote high standards of Literacy, we aim to ensure that all pupils:

- read easily, fluently and with a good understanding.
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences modelled in their reading.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, supported with evidence from the text

- are competent in the skills of speaking and listening, asking and responding to questions and, participating in discussions, demonstrating understanding of what they have read.

Teaching of Reading

Reading, at Beaufront, takes place throughout the curriculum where children are encouraged to apply the skills they have been taught in focused reading lessons, such as Guided Reading. In addition to whole-class reading and sharing of key texts KS1 and KS2 classes take part in 'reading rotation' activities daily to work on all aspects of reading.

Teaching in Guided Reading sessions across the school focuses on developing pupils' competence in both word reading and comprehension as outlined in the National Curriculum Programmes of Study for Reading. Skilled word reading involves both the speedy decoding of unfamiliar printed words and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why, at Beaufront First School, phonics is emphasised in the early teaching of reading to secure independent decoding, and we use the Read, Write Inc programme to achieve this.

An overview of reading throughout the school can be found - [here](#) or 'What Reading looks like at Beaufront' document.

EYFS

In EYFS, reading is an important feature inside and outside the classroom. We have a range of ways in which we promote reading:

- Book Corners that are stimulating and accessible owned and loved by children, indoors and outdoors
- Using core books to plan for children's interests and whole class cross-curricular themes
- Children have the opportunity to read to an adult using levelled reading books once a week. Children can choose a new book twice a week, as well as taking a storybook home. Reading records communicate reading progress between home and school and include teachers' and parents' feedback
- Having enthusiastic staff who share their excitement about books with children, enjoying reading out loud to children with expression and passion
- Having a range of quality books available in all areas of the classroom
- Having opportunities for independent reading and writing in all areas of the classroom

- Using story props, story sacks, role play areas and displays to enhance core books
- Having well planned, shared reading sessions that all practitioners are confident to take part in
- Opportunities for children to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation
- Involving parents in understanding the importance of early Literacy through parents' workshops, modelling during "soft start", newsletters, home shared reading and reading books etc...
- Listening to and joining in a variety of genres, for example, non-fiction, poems, taped stories, rhymes etc...
- Opportunities to retell and act out stories using props, small world, and interactive or written story maps

KS1 and KS2 Reading Rotation

Home Reading

We work in partnership with parents, so pupils develop a love of books and reading. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age. Encouraging children to read widely, in and out of school, across both fiction and non-fiction, helps 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. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.

Children in EYFS and KS1 have the opportunity to read to an adult using levelled reading books individually twice per week and daily as part of the RWI lessons. In KS1 and KS2 we use "Accelerated Reader" to ensure books are at the right level of challenge for children to make good progress. Using STAR reading tests half-termly as a summative assessment gives teachers a sound understanding of children's ZPD (Zone of Proximal Development).

Children will use RWI 'Book Bag Books' as home readers until they have a reading age of >6 Years and 0 Months, at which point they will use our targeted AR scheme of books (alongside RWI books in KS1). Children can quiz on completed books which gives an indication of how well they have understood the text. We would expect children with a ZPD of between: 1.0 and 2.0 to read at

least 2 books per week; 2.0 and 4.0 1 book per week; and a ZPD of more than 4.0 at least 1 book every two weeks.

Reading records communicate reading progress between home and school, and include teachers' and parents' feedback.

Assessment

Assessment for learning is ongoing. The staff assess attainment in Reading every term to update a tracker, using evaluations made on their planning and guided reading sessions, written assessments of comprehension and independent learning the children have produced - either written or verbal. Phonics progress is assessed termly as well as within structured RWI lessons, individual and guided reading sessions. Children in Year 1 take part in targeted phonics checks regularly to identify any gaps prior to the screening check. Beyond this children regularly quiz using AR and engage in 'book talk' to assess their knowledge and understanding of a widening vocabulary. Children also read aloud to teachers in groups and on a one-to-one basis allowing staff to assess children's reading level, understanding and comprehension.

Equal Opportunities

See the School's Equal Opportunities and SEN Policies.

SEN

Pupils with difficulties in learning to read or with Special Educational Needs have their needs identified promptly and interventions provided that will accelerate their progress. Progress is measured and tracked to ensure they are catching up with their peers. This involves all members of staff working closely together to ensure that children's needs are met within the classroom and within any interventions timetabled.

Typical interventions include:

- Additional phonics sessions in EYFS and KS1 (KS2 as needed) in small groups or on an individual basis
- NELI - a Reception language intervention programme
- Specialist interventions led by a specific member of staff specialising in interventions
- Additional opportunities to read aloud and engage in book talk, talk for writing and other similar activities