



# Brady Primary School

# English Reading

# Policy



‘Inspiring teaching for ambitious learners’

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## **Aims of Brady Primary School**

### **“Inspiring teaching, for ambitious learners”**

At Brady Primary School our ethos is built around our 4 core values of Dedication, Inspiration, Respect and Achievement. These help us to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions, and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help pupils' to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support pupils' learning.
- To give pupils access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

## **Equal opportunities and Inclusion**

At Brady Primary School we believe that every pupil is entitled to equal access to the curriculum, regardless of race, gender, class or disability. We are committed to promoting learning and teaching environments, for all that embed the values of inclusive educational practices. Through a child-centered approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

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## **Reading**

The programs of study for reading at Key Stages 1 and 2 consist of

- Decoding/word recognition
- Comprehension

At Brady we focus on developing pupils' competency in both dimensions from the Early Years right through to the end of Year 6. Every classroom has a book area for



~~pupils to select books and teachers ensure the pupils have the opportunity to visit the school library every week. Teachers use texts that have been selected based on~~

themes, important Authors and from the pupils's interests. Literacy Shed VIPER skills are embedded into shared reading sessions at Brady.

### High quality phonics

Please see the Phonics Policy for detail on our high-quality phonics delivery at Brady Primary School.

Shared Reading will occur every day for 30 minutes from Years 3-6. Year 2 will join with this following the completion of the Get Writing scheme, as laid out in the phonics policy. Three shared reading sessions a week are based on shared texts. Activities are planned around this text, ensuring a broad coverage of skills relevant to the year group. Staff use the **reading progression documents** to ensure learning objectives are relevant and pupils make progress in reading skills.

The key reading skills are as follows:

- **vocabulary,**
- **inference,**
- **prediction,**
- **explanation,**
- **retrieval**
- **summarising/sequencing.**

It is our belief at Brady that high quality shared reading texts are relevant to all pupils, regardless of ability or SEND, and as such all pupils will partake in shared reading sessions. Two days a week, teachers will plan from the Literacy Shed *Comprehension Plus* texts. This will enable pupils to practise their comprehension skills with a text of their reading levels. Pupils who do not read within their year group expectations are offered comprehensions relevant to their reading level. Teachers ensure a broad and balanced curriculum by ensuring a high quality fiction, non-fiction and poetry text is planned for in each term.

Independent reading plays an important role in staff and pupils understanding when and how to move pupils learning on. Therefore, teachers will hear each pupil in their class read every three weeks (twice a half term). Teaching assistants will hear any pupils who do not read at least three times per week at home, and also hear key-marginal pupils, selected through data analysis and pupil progress meetings. Pupils will have the opportunity to change their library book once a week. Pupils in Reception begin their reading by complete shared reading with adults in their class looking and discussing early reading behaviours such as holding the book correctly and naming the author.

Reading at home is encouraged with a Reading Challenge system to motivate pupils to read regularly. Pupils will accrue ticks every time they read their levelled reading book. A home school reading record book is sent home where parents must respond to their child's reading. There is an expectation that the Reading Record will be signed at least 5 times per week. Pupils who achieve 250 reads will gain a reward from the Headteacher in an end of year celebration assembly where they will be rewarded for their hard work with a book. At scheduled intervals during the year they



~~will also be rewarded for 50, 100, 150 reads they gain rewards such as extra play,~~ afternoon tea and reading pencils. Parents are sent a booklet to explain how reading progresses throughout the year groups, and the ways in which they can support their child at home. The school also has links with the local library, which itself has an app where audiobooks and ebooks can be borrowed.

Boom Reader has been introduced into the school to replace reading records. All parents are encouraged to sign up to the app. **DISCUSSION TO BE HAD OVER THE USE OF BOOK BAG BOOKS VS HOME READING BOOKS LOGGED ON THE ONLINE JOURNAL.**

Reading for pleasure is encouraged by teachers who ensure their reading corners are regularly replenished with engaging books that are relevant to the class topic. Pupils will have time to explore these books in the afternoons after lunch, whilst the class teacher carries out their daily individual reads. In Key Stage 1, pupils will be exposed

to these texts in a whole class manner, when either being read to by the class teacher or teaching assistant. During this afternoon session, teachers can also promote reading for pleasure by providing activities such as book

reviews or technology to introduce pupils to audiobooks. At Brady Primary School, we are proud of our well-stocked library. The pupils are able to select books from the library once a week, and classes are able to sit and listen to stories read by an adult. Pupils also partake in book themed events, such as World Book Day.

## **Staff development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. The English co-ordinator/s will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

## **Assessment, Recording and Reporting**

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they have to do to achieve the next steps. Marking must follow the school marking policy which provides pupils with clear feedback and next steps. Please refer to the Phonics Policy with regards to the formative assessment of early readers. Once pupils have moved on from RWInc book bag books, they will be provided with an Oxford Reading Tree leveled book. These levels are assessed termly by the class teachers, ensuring both word reading and comprehension standards are accurate before moving a child onto the next level. Pupils do not move onto levels above their year group expectations, as we believe in developing pupil's depth and breadth of genre exposure as opposed to purely decoding more demanding words. Pupils who show an exceptional understanding of the expectations of their year group will be offered a choice of a second text specially selected by the English co-ordinator/s.

Additionally, pupils in all year groups (excluding Reception and Year 1) are formally assessed termly on a SATS style paper in Reading. A gap analysis is



produced from these assessments to further support teachers to identify areas of need in their class. This is then practised and reinforced to further inform planning and teaching. Teachers regularly update the pupils's progress against ARE on Pupil Tracker and staff use the data to further understand pupil's progress and areas for development.

Parents are informed of their child's progress at termly meetings and a report showing results in reading and writing is completed at the end of the year. Individual concerns are discussed at meetings which parents can arrange with the class teacher at any point throughout the year.