

Biggin C.E. Primary School

Achieve, Believe, Care

READING POLICY



Statement of intent

Biggin C of E Primary School understands the importance of reading for enabling life chances and in order that children can develop into independent learners. We believe that children have a 'right to read' and this is an issue of equality and social justice.

The ability to read fluently and accurately is central to being able to understand, interpret and communicate with others and play a full part in the community and achieving personal success. Reading is not limited to books but is all around us in wider information and data and being able to access this through reading effectively is essential to our wellbeing.

We understand that children who read widely and often, at school and at home, have a stronger chance of developing a high level of reading skill. Also that the level of reading skill and the desire to read are interlinked.

Biggin C of E Primary School view high quality reading instruction and Reading for Pleasure as both equal and essential components of our reading culture. Children need to be able to read and want to read.

Our aims

- To develop a reading community which promotes the joy of reading and sharing reading experiences
- To develop a love and curiosity about books in all children
- To ensure children acquire skills needed of reading through high quality teaching of phonics, comprehension strategies, extending vocabulary and all wider skills around reading
- To explicitly teach children about the importance of reading to interpret the world around them and for fulfilling life chances
- To support children to become increasingly confident, independent and aspirational readers
- To experience a range of reading opportunities including listening to stories, reading aloud, shared reading and exposure to texts for different purposes across the curriculum
- To be able to express an opinion and emotional response to their reading
- to provide for every pupil, irrespective of gender, race or special needs, the opportunity to experience success in learning and to achieve as highly as possible.

We are mindful of the OECD, 2021 research that Reading for Pleasure is a stronger indicator of future educational attainment than socio-economic status.

Implementation

We will follow The National Curriculum to aid our planning for teaching Reading and ensuring progression. The teaching of Reading will be closely linked to the teaching of speaking, listening and writing skills. Although teaching occurs in mixed-age classrooms, reading will be closely matched to individuals' skill level. High quality books will be used within English teaching and the wider curriculum to promote the love of books and learning from them.

Speaking and Listening:

Speaking and listening are essential communication skills which will be explicitly taught across the Key Stages. Within Reading, children will have opportunities to listen to others reading good books and develop their auditory comprehension skills. Children will develop speaking skills through practicing new vocabulary, responding to what they and other have read, interpreting their reading through the medium of Drama and reviewing books.

Phonics:

Phonics is an important skill to enable children to quickly and accurately decode unfamiliar words for reading. It also supports spelling words within writing. Phonics will be taught using Phonics Play and Jolly Phonics resources which follows Letters and Sounds. All children in Reception and Key Stage 1 will receive a discrete Phonics lesson. Phonics interventions will also be used to support children in Key Stage 2 where necessary.

Although Phonics is a central skill in reading children will also be taught wider strategies including using pictorial and contextual cues and developing a rapid recall of sight vocabulary and learning common non-decodable words.

Reading books:

Children will have access to a Reading Scheme Reading Book which is closely matched to their phonic ability. The continuous Phonics scheme used at Biggin C of E Primary is Collins Big Cat Phonics. This scheme extends into Key Stage 2.

Children in Key Stage 1 will also have an additional reading book which is decodable and develops sight reading and fluency. Staff will aim to hear each child read on a daily basis. We aim that children will participate in story time on a daily basis.

Children in Key Stage 1 will also begin to use the Renaissance Early Literacy resource to develop reading and comprehension. Children reaching the 'Probable Reader' level will be supported to start using the Accelerated Reading Scheme.

Results from Accelerated Reading will be reviewed on a weekly basis to ensure readers are meeting targets, choosing appropriately challenging books and enjoying their reading. We aim that children in Key Stage 2 will have the opportunity to read for pleasure on a daily basis.

The teaching of skills in Guided Reading and Comprehension will be timetables on a weekly basis for Years 1-6.

All children will have access to school library books to take home and enjoy and will be encouraged to use the Mobile Library Service visiting school.

School will encourage reading a wide range of materials and sources including posters, leaflets, newspapers, audio books and texts online.

Home/School Links:

Biggin C of E Primary School believes that parental engagement and encouragement play an essential part in children learning to read well. We aim to promote this by

- Encouraging children and parents to share reading of books at home each day to practice reading skills
- Sharing communication and feedback about a child's progress in reading through using comments in their Reading Records
- Sharing information about reading through newsletters, parents' consultation evenings and the website
- Encouraging parents and families to join in reading events and celebrations in school.

Assessment

Reading is assessed against Early Reading Goals in Reception and Statutory Assessment Tests at the end of Key Stages 1 and 2.

Children in Year 1 are assessed using the Statutory Phonics Check.

Teacher assessments are used to track children's progress in reading comprehension.

Renaissance Early Literacy and Star Reader resources are used to assess children's reading progress on a range of measures. Key Stage 2 children's progress using Accelerated Reading is monitored weekly against targets which are set on a half-termly basis.

All teaching staff will share a range of reading books and demonstrate their love of reading. Staff will monitor levels of engagement and enjoyment of reading to ensure children who are not enjoying reading are supported.

MONITORING AND EVALUATION

The Headteacher will be responsible for the implementation of this policy, monitoring its effectiveness and will report on its effectiveness to the Governing Body.

The Curriculum Committee will be responsible for reviewing the policy.

Agreed by the Governing Body:

Review date:.....

Signed :.....Chair of Governors

