

# BREDHURST CHURCH OF ENGLAND (VC) PRIMARY SCHOOL

## READING POLICY

March 2025

(Review Date: March 2026)



### BREDHURST VISION

To learn and grow through the guidance and love of God

## OUR MISSION STATEMENT

At Bredhurst CE Primary we value diversity and promote equality of opportunity for all.

Religious education should enable every child to flourish and live life in all its fullness. (John 10:10)

It will help educate for dignity and respect, encouraging all to live well together.

## OUR VISION

Our Vision is inspired by Matthew 13 : 31-32, The Parable of the Mustard Seed

*Jesus said, "What shall we say the kingdom of God is like, or what parable shall we use to describe it? 31 - It is like a mustard seed, which is the smallest of all seeds on earth. 32 - Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade."*

*The theology behind this parable is embedded across all our learning*

## OUR ETHOS

At Bredhurst, we aim to be proactive in helping each child to achieve the key elements to well-being in childhood and later life. These are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

## OUR CORE VALUES

The 'Spirit of Bredhurst' encompasses our core Christian values

- Self control
- Perseverance
- Inclusion
- Respect
- Inspiration
- Trust

These are displayed in each classroom, the entrance, the hall and the playground and are referred to regularly in Worship and in class lessons.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## READING POLICY

### STATEMENT OF INTENT

The 2014 national Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it “pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually” (p13). Reading allows pupils to “acquire knowledge” and to “build on what they already know” (p13).

At Bredhurst CE Primary School, staff recognise that reading development is closely linked to that of writing, for it is by reflecting upon and talking about the texts that they encounter, that pupils come to understand how writers write and to develop an awareness of the relationship between author and reader. At our school, we strive to make this link clear by providing learning opportunities which are based on quality texts that engage the pupils, immersing them in a rich language environment. Our hope is that children leave our school at the end of year 6, having established a love of reading and with experience of as wide a range of texts as possible.

### AIMS

We aim to develop literate children who:

- Love reading and get excited about potential books
- Have the opportunity to listen to stories that are beyond their own reading ability, for enjoyment
- Are given the chance to participate in class reading sessions where literature is explored, discussed and linked to real life
- Enjoy reading at home
- Understand the sound and spelling system and use these to read accurately
- Read with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct
- Have an interest in a wide range of texts, reading for enjoyment and information
- Have an interest in words and their meanings and develop a wide vocabulary
- Understand a range of text types and genres
- Can evaluate and justify their preferences
- Have developed their imaginations, inventiveness and critical awareness

### OBJECTIVES

In order to develop fluent, confident readers, teachers at Bredhurst CE Primary are expected:

- To follow a systematic approach to the teaching of phonics via the Little Wandle Letters and Sounds programme
- To discretely teach spelling knowledge of word roots, prefixes and suffixes: the understanding of which children can use in their reading.

- To discretely teach comprehension strategies through quality whole class direct teaching and guided group work
- To actively promote and foster a love of reading by reading to their own class
- To further develop children's vocabulary by "magpie-ing" during English lessons, other subjects and class reader sessions
- To make the link explicit between reading and writing

## **ORGANISATION AND LEADERSHIP**

Reflecting the leadership structure across the rest of the curriculum, English is led by Miss Rebecca Meade.

## **TEACHING APPROACHES**

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We acknowledge that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

At our school, as well as being taught, reading permeates the entire curriculum. Children read outside the daily English lessons for information gathering, research and for pleasure. All classes have regular opportunities to listen to and enjoy texts that are beyond their own reading ability.

## **READING IN SCHOOL**

### **PHONICS AND EARLY READING**

Phonics and early reading is taught following the Little Wandle Letters and Sounds SSP. See the Phonics and Early Reading policy.

Children use this programme in Reception and Year 1. At the end of year 1 children who are assessed as being ready, leave the programme.

In Year 2 and Key Stage 2, children are discretely taught reading comprehension skills using the class text or a range of texts that engage their interest – short stories, poems, fiction and non-fiction extracts.

Whole class reading is used to develop word recognition and vocabulary, fluency and prosody through a dialogue between the teacher and children. Reading comprehension skills are also taught following the progression in reading skills document.

## READING SCHEME

Collins Big Cat reading scheme is used throughout the school to ensure a graded progression in reading texts. In Reception and Year 1, the children read Little Wandle Letters and Sounds books that match their phonic development determined by the six weekly assessments. In Year 2 and Key Stage 2 children read books from bands appropriate to their reading development. Collins Big Cat reading assessments are used to match the children to an accurate book level.

## CLASS READING AREAS

All classes have a reading area and a wide range of books are available for the children to read. This provides children with the opportunities to re-read well known stories, explore non-fiction texts and to gain enjoyment from reading real books.

## READING AT HOME

Reading at home is used to help the children to develop a love of reading. It is a time for children to show off to parents and carers their reading fluency and confidence as well as enjoying reading with family members.

Children in Reception and Year 1 re-read the Big Cat reading book that they have read at school via an ebook. They also choose a book from the same phase and set level that they are reading at school, to take home and read. There are a wide range of books available in the Reading shed which parents and children can select to read together. Older children take home their reading scheme book or a book they have selected. All children are encouraged to return their books and reading record weekly to be checked by staff.

## INCLUSION AND EQUAL OPPORTUNITIES

The ability to read is fundamental to children's development as independent learners.

All children at Bredhurst CE Primary have the opportunity to read at an appropriate level through the provision of carefully planned, targeted work in their English lessons and within the wider curriculum.

Reading interventions focus on 1-1 or small group phonics work using the Rapid Catch-Up programme from Little Wandle. This is used with children from Year 2 – 6 if needed. Reading fluency is also developed using Dandelion readers and Rapid readers with older children so that they experience a wide range of stories at a suitable level.

Small group interventions are also used to develop comprehension skills. However, the needs of children on the SEND register are planned for as necessary and a variety of teaching methods, based around those which are Dyslexia-friendly, are used to support the learning styles of different children. In this way, no child will be excluded from participating in reading activities.

We celebrate diversity through recognising our children's skills and knowledge and by the study of material from a variety of cultures. Texts used represent all cultures in a positive light and show both genders in a range of roles. The interests of both boys and girls are considered in the selection of materials to support the development of reading skills.

## **ASSESSMENT**

Assessment is an integral part of the teaching and learning process and is used to:

- provide the children with clear and regular feedback
- assist the children and teachers in planning their next steps
- evaluate the effectiveness of teaching

Teachers use daily formative assessment strategies to ensure that all teaching is accurately levelled and challenging. At Key Stage 2, NFER tests are completed 3 times a year to support teacher assessment. Teachers complete the school tracking system to show children's progress towards the Age Related Expectations. In Key Stage 2 summative assessment for reading is used to track the progress against the Age Related Expectations. Any pupils who are deemed to be underperforming are swiftly identified and participate in booster/intervention sessions which are designed to close the gap between themselves and their peers.

## **MONITORING AND REVIEW**

The SLT monitor and evaluate the work achieved. In consultation with the governors, the leaders identify areas for development, resource needs and moderate standards across the school.