



# **Braunstone Community** Primary School

*Be the best version of you!*

## **Reading Policy** 2019-20

**Headteacher: Halil Tamgumus**

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Policy Review Date:	September 2020	Halil Tamgumus
Ratified by Advisory Board:		

# Reading Policy

## Introduction

This policy reflects the school's aims and objectives in relation to the teaching and learning of Reading. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the National Curriculum which sets out the rationale for teaching each area of the English (Reading) Curriculum and specifies the skills that will be developed for the majority of pupils in each year group. This document is the outcome of consultation and review undertaken by the English subject leader with the staff. At Braunstone Community Primary School we use the new National Curriculum for English (2014) as the basis of our English programme.

We supplement this with the Discovery Schools Academy Trust 'Language Comprehension Framework' and our own bespoke phonics programme.

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school/Trust approach to the teaching of reading.

The policy document is designed to ensure that Braunstone Community Primary School meets the needs of all pupils, taking into account their individual contexts and strengths. It is important that we meet the diverse needs of all pupils to ensure inclusion for all and that all pupils can confidently apply all reading skills.

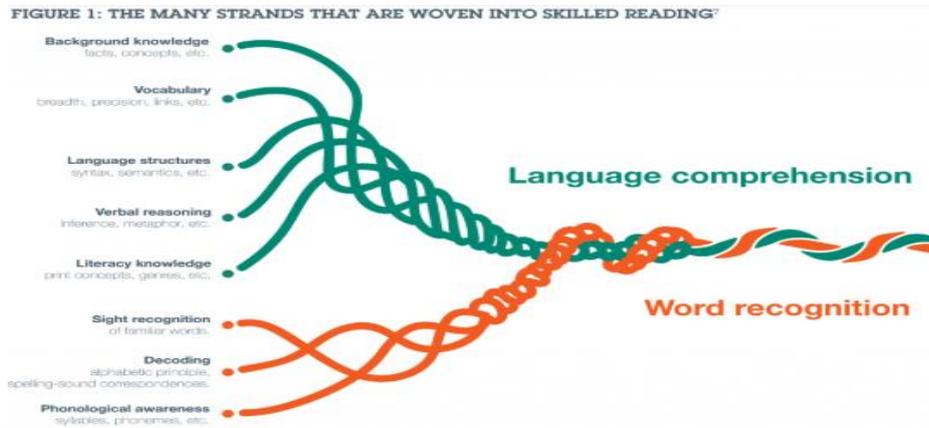
We therefore aim to ensure that all children:

- are given access to read quality age-appropriate books.
- receive quality first teaching and high-quality modelling of all of the skills required to become a proficient reader, these include:
  - *To give / explain the meaning of words in context*
  - *To retrieve and record information / identify key details from fiction and non-fiction*
  - *To summarise main ideas from more than one paragraph*
  - *To make inferences from the text / explain and justify inferences with evidence from the text*
  - *To predict what might happen from details stated and implied*
  - *To identify / explain how information / narrative content is related and contributes to meaning as a whole*
  - *To identify / explain how meaning is enhanced through choice of words and phrases*
  - *To make comparisons within the text*
- have the opportunity to develop reading accuracy, fluency, and understanding.
- develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- are given time to read at school.
- are given extra support with reading at school (when they are not so well supported at home)
- acquire a love of texts and reading.
- develop the independence to apply all of the reading skills taught in school.

The Braunstone Community Primary School curriculum for reading consists of two dimensions:

- word recognition
- language comprehension

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.



(Scarborough, 2001)

## Word Reading

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (*decoding*) and the speedy recognition of familiar printed words (*sight vocabulary*). Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to pupils who are new to English.

Word Recognition comprises of three elements:

- Sight words
- Decoding strategies
- Phonological awareness

Sight recognition	<p>Common exception words Words that are high in frequency but do not always contain graphemes which are not easily blended in reading.</p> <p>Tier 2 vocabulary High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are obvious, complex, establish and verify.</p>
Decoding strategies	Decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) to their sounds (phonemes) and recognising the patterns that make syllables and words.
Phonological awareness	<p>Phonics lessons Phonics lessons focus on teaching sound-spelling relationships.</p>

## Language Comprehension

The DSAT 'Language Comprehension Framework' has considered the National Curriculum's Programmes of Study and the **Content Domains** identified in the Reading Test Developer's Frameworks for KS1 and KS2.

## Language Comprehension Framework- Year 1

25%	25%	25%	25%
Discussing and drawing on what they already know or on background information and vocabulary provided by the teacher	checking that the text makes sense to them as they read and correcting inaccurate reading	making inferences on the basis of what is being said and done	<div style="display: flex; flex-direction: column-reverse;"> <div style="border-bottom: 1px solid black; padding: 2px;">explain clearly their understanding of what is read to them.</div> <div style="border-bottom: 1px solid black; padding: 2px;">listening to and participate in discussion about what is read to them, taking turns and listening to what others say</div> <div style="border-bottom: 1px solid black; padding: 2px;">predicting what might happen on the basis of what has been read so far</div> <div style="padding: 2px;">discussing the significance of the title and events</div> </div>

## Language Comprehension Framework- Year 2

30%	30%	30%	10%
Draw on knowledge of vocabulary to understand texts	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Make inferences from the text	<div style="display: flex; flex-direction: column-reverse;"> <div style="border-bottom: 1px solid black; padding: 2px;">predict what might happen on the basis of what has been read so far</div> <div style="padding: 2px;">identify and explain the sequence of events in texts</div> </div>

## Language Comprehension Framework – KS2

20%	30%	30%	20% Combined	
Give / explain the meaning of words in context	Make inferences from the text / explain and justify inferences with evidence from the text	Retrieve and record information / identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph	<div style="display: flex; flex-direction: column-reverse;"> <div style="border-bottom: 1px solid black; padding: 2px;">make comparisons within the text</div> <div style="border-bottom: 1px solid black; padding: 2px;">identify / explain how information / narrative content is related and contributes to meaning as a whole</div> <div style="border-bottom: 1px solid black; padding: 2px;">Predict what might happen from details stated and implied</div> <div style="padding: 2px;">Identify/explain how the meaning is enhanced through the choices of words and phrases.</div> </div>

The DSAT 'Language Comprehension Framework' acts as a basis for the teaching of language comprehension and should be developed to balance the child's reading entitlement to a broad and varied curriculum whilst reflecting the rigour and expectations of the milestone assessments which they will encounter during their journey through the primary phases of their education.

The teaching of the skills of language comprehension should be reflected in the weightings given to the time spent on each skill. Specific year group examples are given below.

### Year Group Progression

Teachers will be required to teach children the different content domains in order to help the children's language development and understanding. The % given for each content domain reflects the weighting of the specific skill within the teaching sequence and therefore the amount of time needed to be focused on each of them.

This cycle will be repeated throughout the year and reflected in the planning and delivery of lessons which develop language comprehension (whether in English, reading or cross-curricular lessons).

## Phonics

At Braunstone Community Primary School we use 'Letters and Sounds' to teach phonics. The approach is supported by the LCP planning tool. Pupils in F1 use have daily Phase 1 input. Pupils from F2 onwards are taught phonics in the phase that they are working at. This daily approach is focused on a 4-part teaching sequence, a high level of pace and kinaesthetic and engaging learning.

By the end of F1 children should have completed Phase 1, pupils who are secure in aspect 7 will be introduced to Phase 2.

By the end of F2 children should have completed to the end of Phase 3, with the majority of pupils being secure in the phase. From September until Christmas they will be taught phase 2. Phase 1 will be used as an intervention for pupils who are not successfully orally blending and segmenting.

In Year 1, Phase 3 should be recapped until the end of September then Phase 4 from September to October and finally Phase 5 from October until the end of the academic year. Phase 1 will be used as an intervention for pupils who are not successfully orally blending and segmenting. Pupils who are not expected to achieve but not on target to secure Phase 5 by the end of the year will receive an additional phonics intervention.

Pupils from Year 2 onwards will be taught spelling using 'Read Write Inc.'

Pupils not secure in Phase 5 at the end of the year will continue to receive phonics teaching.

Pupils in KS2 should continue to access phonics teaching where there continues to be a need. Pupils working significantly below age related expectations should have a phonics assessment in line with the data window and receive phonics intervention based on gaps in their knowledge.

From Phase 2 onwards, children should be learning 4 graphemes a week, with the 5<sup>th</sup> session being used as revision of the graphemes learnt that week.

Phase 2	Phase 3	Phase 4
Structure of lesson is: 1. Review and recap 2. Teach (new learning) 3. Practice 4. Apply  Where possible model either reading or writing, practice and apply with the same skill	Structure of lesson is: 5. Review and recap 6. Teach (new learning) 7. Practice 8. Apply  Where possible model either reading or writing, practice and apply with the same skill	Structure of lesson is: 9. Review and recap 10. Teach (new learning) 11. Practice 12. Apply  Where possible model either reading or writing, practice and apply with the same skill
	Phonics mantras for phase 3: Reading: Look at the letters, make the sounds, blend the sounds together. Writing: Say the word, robot the word, write the word	Phonics mantras for phase 4 and 5: Blend: I robot, you blend Segment: I give you a word, you segment Read: Look at the letters, make the sounds, blend the sounds together Write: Say the word, finger the word, write the word

Phase	Learning	Outcome
1	Hearing and playing with sound – 7 aspects.	PLEASE REFER TO PHASE 1 LETTERS AND SOUNDS
2 (Up to 6 weeks)	ONLY at this phase are GPC's introduced  s,a,t,p,l,n,m,d,g,o,c, k,ck,e,u,r,h,b,f,ff,ll,ss	Children are secure at Phase 2 when they can: <ul style="list-style-type: none"> <li>• Give the sound when shown the Phase 2 grapheme securing first the start letters s,a,t,p,l,n</li> <li>• Find from a display the Phase 2 grapheme when given the sound.</li> <li>• Orally blend and segment CVC words</li> <li>• Blend and segment in order to read and spell (using magnetic letters) VC words such as as, if, am, on, up and "silly names" such as ip, ug, ock.</li> </ul> Children can be moved to Phase 3 <b>as long as they are able to blend and segment CVC orally.</b> <b>Evidence:</b> <ul style="list-style-type: none"> <li>• Daily discrete phonics lessons – "review" and "apply"</li> <li>• Reading independently.</li> </ul> Children who <b>cannot</b> orally segment CVC words are not yet secure at Phase 2.
3 (Up to 12 weeks)	Alphabet letter names need to be known by this stage (NOT taught in phonics)  Phase 2 continued: j,v,w,y,z,zz,qu,ch,sh,th  Phase 3: ng, ay, ee, igh, ow (snow), oo (moon), ar, or, ur, ow (cow), oi, ear, air, er, oo (book)	<b>Children are secure at Phase 3 when they can:</b> <ul style="list-style-type: none"> <li>• Give the sound when shown all or most Phase 2 and Phase 3 graphemes.</li> <li>• Find from a display all or most Phase 2 and Phase 3 graphemes when given the sound</li> <li>• Blend and read CVC words consisting of Phase 2 and Phase 3 graphemes.</li> <li>• Segment and make a phonetically plausible attempt to spell CVC words using Phase 2 and Phase 3 graphemes.</li> </ul> Children can move to Phase 4 <b>when they are able to make phonetically plausible attempts to most words they wish to use, using the GPC they have been taught. They will be able to read two-syllable words and simple captions and the skills of blending and segmenting should be well-established.</b> <b>Evidence:</b> <ul style="list-style-type: none"> <li>• Daily discrete phonics lessons – "review" and "apply"</li> <li>• Reading independently</li> <li>• Guided writing sessions</li> <li>• Children who are <b>unable</b> to make a phonetically plausible attempt at writing using taught graphemes are not yet secure at Phase 3.</li> </ul>
4 (Up to 6 weeks)	ccvc, cvcc, ccvc, ccc, cc	<b>Children are secure at Phase 4 when they can:</b> <ul style="list-style-type: none"> <li>• Give the sound when shown any Phase 2 and 3 graphemes.</li> <li>• Find from a display the Phase 2 and 3 graphemes when given the sound.</li> <li>• Blend and read words containing adjacent consonants</li> <li>• Segment and spell words containing adjacent</li> </ul>

		<p>consonants</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Daily discrete phonics lessons – “review” and “apply”</li> <li>• Reading independently</li> <li>• Guided writing sessions</li> </ul> <p>Children who are <b>unable</b> to segment to spell words containing adjacent consonants at the beginning and end of words are not yet secure at Phase 4.</p>
5 (throughout the year)	ai, ph, oa, oe, ie, i_e, o_e, a_e, ea, e_e, ir, ue, ew, u_e, aw, au, oy, ou, wh, ure	<p><b>Children are secure at Phase 5 when they can:</b></p> <ul style="list-style-type: none"> <li>• Give the sound when shown any grapheme that has been taught</li> <li>• Write the common graphemes for any given sound</li> <li>• Use phonic skills and knowledge as the prime approach to reading and spelling unfamiliar words including those that are not completely decidable</li> <li>• Read and spell phonetically decidable two-syllable and three-syllable words.</li> </ul> <p>Some spelling may be inaccurate at this stage, but children’s knowledge of graphemes, along with their ability to segment, should allow them to make a good attempt at writing most of the words they wish to use.</p>
6 (throughout the year)	‘Read Write Inc.’ Spelling	See guidance

## Individual Reading – KS1

Although phonics gives pupils the best start in learning to read, at BCPS, we also recognise that pupils need to practise reading regularly in order to become proficient.

All pupils within EYFS and Key Stage 1 are placed on a book band that is appropriate to their current reading attainment. All children participate in weekly Guided Reading group with an adult. As part of our home school agreement with parents, we ask that parents also support this journey by reading with their children for 10 minutes a day and sign their reading record.

Children are given 1 story book to read with a parent and one banded book per week to read through they can change this once. Children are encouraged to read this book 3 times to develop word reading, understanding and performance.

Children are also encouraged to take other books from the school Library to support them in developing a love of reading and the opportunity to read with an adult out of school.

At each book band pupils become fluent and confident both within decoding (saying the words) and in comprehending the text. Pupils are assessed whilst reading with the teacher and the teacher ensures that they have secured both of these skills before changing the colour of their book band (from red book band onwards). During these assessments staff use PM benchmarking to ensure that the levels are secure. These book bands correspond with the National Curriculum expectations.

### Guided Reading Models

All classes at Braunstone Community Primary School, receive thirty minutes of high-quality guided reading teaching, four times per week. The following model.

**Majority of class** - Content domain based lessons which ensure that the children understand the specific skills of language comprehension and are confident in the rigour, pace and expectations of the end of year group assessments.

**Targeted guided reading groups (KS2)** - Mixed age groups where the focus is still on the content domain but the texts have been selected to reflect the needs of the children. The texts are high interest texts to ensure engagement.

**Targeted SEND guided reading groups** - Mixed age groups where the focus is still on the content domain but the texts have been selected to reflect the SEND needs of the children.

### **Guided groups for children who are below age-related.**

As a school we identify (through PM Benchmark assessments) those children who are below age-related in reading. The SENDCo and lead practitioner for English devise the groups of children based on results from these assessments. These groups receive focused teaching, separate from the main class, during the guided reading session of the day. These groups are typically small (6-8 children). The groups are provided with a different book from the main class, meeting their specific needs and improving engagement.

The teaching assistants are provided with pre-planned lessons for their book and group – with a range of tailored questions to support children in developing their understanding of the content domains. These books generally last for 1-2 weeks. The work around these books has been carefully planned by the lead practitioner for English. The teaching assistants are allocated an area of the school and, with their group, orally work through the reading plan they have been provided with. Teaching assistants are also encouraged, when appropriate, to go beyond the formal planning and provide additional input for the children in order to make the book experience more fun.

The work provided for the groups have been designed around the V.I.P.E.R.S. framework (*vocabulary, inference, prediction, explanation, retrieval, summarise*). This mirrors the Language Comprehension Domains that are being taught in the classrooms (KS2) with whole-class reading. The V.I.P.E.R.S. system provides a supportive stepping stone to allow children to re-join the class once they have gained the appropriate level of confidence and necessary improvements with reading. The groups are monitored each term by a member of the SENDCo/Lead practitioner. Any records for the work completed are collected and shared with the class teachers so that they can see what is happening with their children.

These groups are reviewed every term and, if children need a different challenge, the groups are re-adjusted. The groups provide a safe framework for the children to succeed - but ultimately the goal is for the children to be able to complete the work in the main class sessions.

**V.I.P.E.R.S. framework (vocabulary, inference, prediction, explanation, retrieval, summarise):**



**The Reading Environment**

A set of posters for KS2 have been created, showing visually the content domains. At Braunstone Community Primary School, we use these posters as part of our reading environment and reference them during our reading lessons. (KS1 display the V.I.P.E.R.S. posters above.)

<p><b>Language Learner</b></p> <p>Give / Explain the meaning of words in context. (2a)</p>	<p><b>Fabulous Finder</b></p> <p>Retrieve information &amp; identify key details from fiction and non-fiction. (2b)</p>	<p><b>Super Summariser</b></p> <p>Summarise the ideas from more than one paragraph. (2c)</p>	<p><b>Intriguing Inferer</b></p> <p>Make inferences from the text. Explain /Justify <u>with evidence</u> from the text. (2d)</p>
<p><b>Powerful Predictor</b></p> <p>Predict what might happen from the details stated and implied. (2e)</p>	<p><b>Clue Collector</b></p> <p>Identify and explain how information / narrative content is related and contributes to meaning. (2f)</p>	<p><b>Meaning Maker</b></p> <p>Identify or explain how meaning is enhanced through the choice of words and phrases. (2g)</p>	<p><b>Curious Comparer</b></p> <p>Make comparisons within the text. (2h)</p>

Each class has a dedicated reading area which includes a wide variety of books (including fiction and non-fiction) that span a range of reading difficulty. Each class will also have a ZPD on the spine of each reading book in class, so that the books in class are ready to be used with the accelerated reader scheme.

## 'Accelerated Reading' at Braunstone Community Primary School

At Braunstone Community Primary School, we follow the 'Accelerated Reader' system. Each day the children are given the opportunity to read an accelerated reader book, complete an online quiz and then swap the book they are reading. The online quizzes give regular feedback upon how well the children are doing. This opportunity is given in the first ten minutes of the day and encourages reading at home. The accelerated reader quizzes also provide teachers with data on performance for the children in their classes. This provides further valuable insights when assessing reading.

### Assessment of Reading

Braunstone Community Primary School are part of the Discovery Schools Trust 'Reading Moderation Collaborative Project'. As a result of this, we use the DSAT 'Reading Teacher Assessment Frameworks for Reading'. These reflect the national, local and school developments in the assessment of reading. Accelerated Reader and PM Benchmarking are also used to gather assessment evidence.

End of Year 1 - Expectations Teacher Assessment Sheet  
Reading

Name: _____	
<b>Working Towards the Expected Standard (Pink to green PM 1-14 Benchmark)</b>	
1.	Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.*
2.	Read accurately <b>some</b> words of two or more syllables that contain the same GPCs.*
3.	Read <b>many</b> of the Year 1 common exception words.*
4.	Read aloud <b>many</b> words accurately
5.	Explain why they like a part of the story.
<b>Working at the Expected Standard- In an age appropriate book (Orange &amp; Turquoise PM 15-18)</b>	
1.	Read accurately many words of one or more syllables.
2.	Read most of the Year 1 common exception words.*
3.	Sound out some unfamiliar words accurately, without undue hesitation.
4.	Check that I understand what I have read.
5.	Answer questions and make simple inferences.*
<b>Working at Greater Depth (purple-)</b>	
1.	Sound out many unfamiliar words accurately, without undue hesitation.
2.	Make inferences.
3.	Plausible predictions of what might happen on the basis of what has been read so far.
4.	Read some Year 2 common exception words.*
5.	Read some of the year 2 words containing suffixes.*

\*Resources available

End of Year 3 Teacher Assessment Sheet - Reading

Name: _____	
<b>Working Towards the Expected Standard</b>	
1.	Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.*
2.	Read accurately <b>some</b> words of two or more syllables that contain the same GPCs.*
3.	Read <b>some</b> of the year 3 common exception words.*
4.	Read aloud <b>many</b> words quickly and accurately without overt sounding and blending.*
5.	Sound out <b>many</b> unfamiliar words accurately of words up to 5 graphemes.*
6.	Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.
<b>Working at the Expected Standard- In an age appropriate book</b>	
1.	Read accurately <b>most</b> words of two or more syllables.
2.	Read <b>most</b> words containing common affixes.*
3.	Read <b>many</b> common of the year 3 exception words.*
4.	Read words accurately and fluently without overt sounding and blending i.e. approximately 90 words per minute.
5.	Sound out <b>most</b> unfamiliar words accurately, without undue hesitation.
6.	To have knowledge of and explain the meaning of many tier 2 age appropriate words.*
7.	Check that I understand what I have read by giving a summary in my own words.
8.	Ask and answer questions and make inferences on the basis of what is being said and done.*
<b>Working at Greater Depth</b>	
1.	Make inferences on the basis of what is being said and done.*
2.	Predict what might happen on the basis of what has been read so far.
3.	Make links between the book I am reading and other books I have read.*

\* Resources available

### Accelerated Reader assessments

The children of Braunstone Community Primary School will complete a 'Star Reader' test each term though out the year. This provides teachers with important data on progress. Each quiz the child completes also builds up a profile of information about the child's performance through out the reading year.

### Rising Stars Tests

As part of the Discovery Schools Academy Trust we complete 'Rising Stars' tests three times a year. This shows teachers any gaps that children may have in their reading knowledge and skills - These are then addressed through the planning of guided reading sessions.

### Reading Interventions

Interventions such as 1-to-1 reading coaches, V.I.P.E.R.S. sessions (*TA led*), 'Literacy Box' (finely banded) guided reading cards, and our bespoke phonics programme (linked to 'Letters & Sounds' and 'Read Write In.') are all used as a result of teachers concerns, data and SEND issues raised.

### Differentiation and Inclusion

In accordance with the school's policies on SEND and Equality, all children are entitled to access reading at an appropriate level for their age and development. Activities are differentiated where possible both for the less able and more able. Differentiation is through resources used, the difficulty of the task, support given and outcome. Notice is taken of targets within a pupil's PPP. Provision is made, when necessary, for pupils to extend their experiences beyond that of the majority of the class - by providing further challenge.

The school's ethos on equal opportunities aims is to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. All pupils are expected to achieve the

highest standards possible regardless of race, culture, gender or disability. Whenever possible materials and images used reflect a varied cultural dimension e.g. fruit from different cultures or learning about scientists from around the world. School staff are fully committed to ensuring all pupils regardless of their differences have the opportunity and support necessary to enable them to achieve their full educational and social potential.

### **ROLE OF ADVISORY BOARD**

The purpose of the Advisory Board is to ensure the implementation of the National Curriculum and to review the policy. Additional meetings may be held to discuss English (Reading) priorities across the school and to gain an overview of the teaching and learning of English (Reading).

### **MONITORING OF POLICY**

We are aware of the need to monitor and update the school's Reading Policy on a regular basis, so that we can take account of improvements made in our practice and to changes in assessments, materials and government requirements. We will therefore review this policy at least once a year. The member of staff with responsibility for reading is the Deputy Headteacher – Antony Corbett (with additional support from Jez Smith, DSAT English Lead Practitioner).

Reading throughout the school, and how it reflects this policy, will also be reviewed throughout the school year in the following ways:

- *Advisory Board work scrutiny*
- *School Improvement Partner*
- *DSAT peer reviews*
- *SLT/staff work scrutiny*
- *KS2 internal moderation*
- *KS2 external moderation*
- *Moderation with other schools (both within DSAT and the school's city development group)*
- *Learning walks*

## **Read, read, read . . .**

- This is our whole school mantra.

*Story time is prioritised daily as part of the curriculum and is thread throughout all lessons. Specific high-quality texts are used as drivers throughout the curriculum. Reading is modelled in assemblies and other celebrations, as well as promoted with parents in a variety of ways.*

### **REVIEW**

This Policy will be reviewed in September 2020 (or sooner, only if national legislation / policy demands it).

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Chair of Advisory Board**

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Headteacher**