

# **The Bellbird Primary School**



## **Reading Policy**

**November, 2018**

**(To be reviewed Autumn 2019)**

## **Introduction**

At The Bellbird Primary School, teachers make explicit the links between reading, writing and speaking and listening. A range of fiction and non-fiction texts are available to the children and the notion of everyone a reader is promoted across the school. Some reading scheme books are banded from Lilac to Lime/brown to support children and teachers when selecting reading material. Following the Lime/Brown band, children move onto the Star Reading programme.

## **Reading for Pleasure**

This is at the heart of our reading policy. Throughout the year, events are planned to promote reading for pleasure in the school community. These events include dress up days linked to authors, activities linked to World Book Day, visits to Sawston library, author visits and the Cambridgeshire 'Read it Again' picture book award.

## **Aims**

We aim to enable our pupils to read confidently, fluently, accurately and with understanding.

We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.

## **Strategies for the Teaching of Reading**

### **The Teaching of Phonics**

The simple view of reading is used by teachers to plan and teach the full range of reading skills. At the early stages of reading, the children are taught to decode texts by following a synthetic phonics programme (Letters and Sounds).

At The Bellbird, reading is taught alongside Letters and Sounds initially. This promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading.

Reading is taught through Shared Reading sessions, Guided Reading sessions, and one to one sessions for less able readers and there are opportunities to practise and consolidate skills through independent reading. Children who are reading books up to and including the green band are encouraged to take home a balance between the decodable and non-decodable books.

At the start of the academic year, teachers use data from the previous class teacher to devise **a reading priority list**. Children who are not making the

expected progress need to read to an adult **at least** 3 times a week. At 'meet the teacher' meetings teachers are to encourage parent/carers to come in and support with this.

## Parental Involvement

Parents are expected to share books with their children and hear their children read at home. Once the book has been signed by the parent, the child will be able to select a new book from the appropriate place. The children in FS, key stage 1 and key stage 2 are expected to bring their reading record book into school every day.

Information sessions for parents take place throughout the year and parents are encouraged to come into school to support teachers with one to one reading.

## Opportunities for Reading

### Shared Reading:

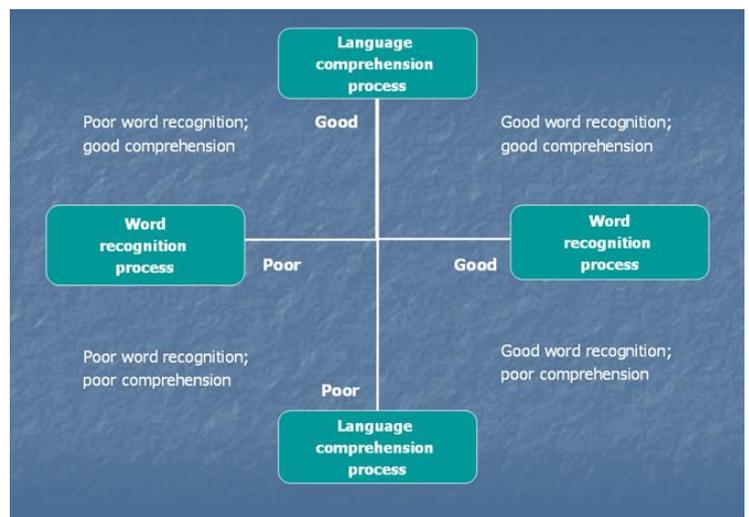
The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based).

Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level).

### Guided Reading:

Guided Reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. The text needs to be at the instructional level. Texts are selected from the school's guided reading sets of books which are located in the atrium. The recommended teaching sequence is used by all teachers. The sequence is a book introduction, strategy check, individual reading and returning to the text.

Following the guided reading session, the class teacher or the teaching assistant stamps the child's reading record book to indicate to the parents/carers that their child has read to an adult in school.



Guided reading occurs daily outside the literacy session and is based on a rotation during the week within the class. The children who are not engaged with guided reading are given a purposeful activity to do independently e.g. spelling games, comprehension questions, pre-reading or a follow-up activity.

For those children who are not secure within phase 5 of Letters and Sounds, two guided reading sessions a week are recommended. One will have a phonic focus and the other a comprehension focus. This mainly applies to key stage 1. This can form the apply part of a teaching sequence for phonics.

### **Independent Reading Time**

Children read material which interests them, to assist them in fostering a genuine love of reading and to help them to appreciate its value. During this time, children will read either their school reading book, a book which they have chosen from the school library or a magazine or newspaper. The school has subscriptions to newspapers and magazines for key stages 1 and 2.

### **Whole Class Story Time**

At The Bellbird, regular whole class story time takes place in Foundation Stage and, Key Stages 1 and 2. Texts appropriate to topic work or objectives covered in the literacy lesson are read aloud by the teacher. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary. These sessions take place in various locations around the school.

### **Reading Areas in the Classroom**

Each class is expected to have a reading area established by the end of the first week of term. The area should be a stimulating and attractive environment which contains a range of reading material. This can include the following:

- non fiction books linked to the class topic
- newspapers, comics and magazines
- Books/writing produced by the children
- Big Books
- Books which link to the genre being covered in literacy
- Picture books
- Recommended reads – recommendations to be made by teachers, teaching assistants and pupils.

Books should be organised into non-fiction, fiction and poetry and be easily accessible by the children. Children should be actively involved in the management of the reading corner. In most classrooms there is limited space so in these rooms the reading area may consist of a book case with the above organised in a clear and engaging way.

## **Assessment and Monitoring of Progress**

The PM Benchmark Kit is used to assess and to monitor the impact of intervention programmes and to assess the reading ability of pupils. In Foundation Stage and Key Stage 1 the teacher, teaching assistant or booster teacher will need to carry out a running reading record with the majority of children in the class each term. This will also apply to some children in Year 3 and year 4.

NFER tests for reading are administered in the autumn and spring terms across Key Stage 2. These help to inform teacher assessments for reading.

Teachers can also assess children's reading ability using the Star Reading Programme.

The reading tracker sheet is completed and updated on a termly basis by teachers in Foundation Stage, Year 1, Year 2 and Year 3.

Reading assessment sheets for each year group are located on the j drive in the Assessment Without Levels folder. These are to be used for reading moderation.

## **Key Reading Resources in School**

### **Sets of Quality Books**

These are located in the atrium and link to units of work being covered by class teachers. Long term plans for literacy indicate in which year group the books are being used.

### **Star Reading Books**

These books are located in the atrium. They start at level 4.0.

### **Book Banded Reading books**

These are located in the labelled boxes in the atrium. The books are organised into decodable (up to and including green level) and non-decodable books.

Teachers will use a range of assessment information to allocate a colour band to each child. The colours range from Lilac to Lime/Brown. The colour bands are the reading bands recommended by the Institute of Education in London and are used by most commercially available reading schemes.

Lilac books are wordless and have notes to support parents when they are reading with their children at home. Children in Foundation Stage are expected to take a Lilac book home within the first two weeks of starting school.

**Where a book has a black sticker alongside the colour band, this indicates that the book is suitable in content for a child who is 10+ years. A large number of these books are published by Barrington Stoke.**

By the end of Year 2, children are expected to be reading White books with fluency, understanding and enjoyment. Lime books are simple chapter books and the Lime/Brown band is a bridging band between the colour bands and the Star Reading programme. Once children are confidently reading books at this level, teachers can assess them for level 4 of the Star Reading programme.

### **The Allocation of Reading Books**

Each teacher is expected to have a system established in class for the changing and monitoring of books. In FS, Year 1 and Year 2 the children take home two books a week plus a library book and each child changes their books on a specific day.

Once a child has finished reading their allocated reading book (a Star Reader book or a banded book) an adult from home needs to sign the child's reading record book to confirm that the book is now finished. The teacher will monitor that the children are selecting books from the appropriate band/level and will ensure that the children have sufficient time to change their book at some time during the school day.

For the colour bands Lilac to Lime/Brown there are home school reading targets which need to be stuck into the child's reading record book. These are located on the shared network and need to be updated as the children move through the coloured reading bands.

### **The Allocation of Library Books**

Every week, each child will have the opportunity to visit the school library to select either a fiction, poetry or non-fiction book which they can take home and read in addition to the individual reading book which has been allocated by the class teacher. The children will be given the opportunity to change these on a regular basis.

During the class library time, the children need to bring their reading record book as the librarian will stamp the return date for library books in here. The librarian will also update the child's library index card. At the end of the year, the children will be able to take these home and teachers can refer to them when evaluating the types of books that the children in their class are choosing to read at home. There will also be the facility for children to add to the book wish list for their class. When purchasing new books for the library the English subject leaders will refer to this.

A recommended reads section in the library is set up so that the children have the opportunity to recommend books to other children in the school.

School librarians from the year 5 classes will assist the school staff with the care and management of the Star reading books and the library.

### **Teachers as Readers**

The English subject leaders will provide staff with regular updates on recommended reads for children. Teachers and teaching assistants are expected to regularly recommend books and to share a passion for reading with the children.

### **The Care of Books**

If a book is lost or damaged, a letter will be sent home requesting that the child's parents or carers make a contribution towards the cost of replacing the book. School reading books are placed inside a plastic zip wallet which is then placed inside a book bag. All teaching staff will encourage children to treat books with care and respect.

### **Equal Opportunities**

In line with our Inclusion policies, The Bellbird Primary School believes all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion.

### **Special Educational Needs**

All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs.

When selecting a phonically decodable book for guided reading, teachers must ensure that it consolidates the teaching of recently taught phonemes and high frequency tricky words.

Children who are making slow progress with their reading need to be heard read by an adult at least three times a week.

Additional resources to support children who are struggling to make progress with their reading include the RAPID reading programme. These are to be used as directed by the SENCO/English subject leaders.

Geraldine Hines