



Brandesburton Primary School Reading Policy

The teaching of reading forms part of our English Curriculum. We aim to promote high standards of reading through clear progressive planning and effective teaching. Reading is an essential life skill that provides access to the experiences of people from different cultures and times. Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas.

Reading Intent

We want to foster a lifelong love of reading by exposing our children to various literature across all curriculum areas. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. Through building up the children's vocabulary it gives them the word power they need to become successful speakers and writers as well as confident readers. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do. Providing opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading and quality literature is implicitly interwoven into our curriculum through the use of key texts to expose our children to various genres and famous authors and to enhance the variety of exciting topics that we teach. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading.

Reading Implementation

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Reading is taught regularly, right through school from Nursery. Children begin their reading journey in Nursery with a focus on Phase 1 phonics. This concentrates on developing speaking and listening skills and has an emphasis on enabling children to become attuned to the sounds around them whilst developing the skills of oral blending and segmenting. In Nursery, this is a time where pupils are given an opportunity to familiarise themselves with books. Pupils learn how to hold a book the right way, how to turn pages, how to explore pictures, and are exposed to hearing stories - all vitally important skills to begin the reading journey. Within Reception, reading is taught through both literacy-focussed activities based on books and through specific teaching of the Read Write Inc. phonics programme. From year 2 – class 5, the whole school plan guided reading sessions based on a progression of skill approach. This builds on individual starting points following the progression of skills document.

Whole school Reading

We use a synthetic phonics programme 'Read Write Inc.' Using Read Write Inc., the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write. When using Read Write Inc. to read the children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.

- Learn to read words using Fred Talk.
- Read lively stories featuring words they have learned to sound out.
- Show that they comprehend the stories by answering questions.

Reading Schemes

As a school we subscribe to Oxford Owl, a whole-school phonically based online reading scheme with interactive activities that hooks children into a lifelong love of reading through stunning books and an incredible online reading world filled to the brim with popular characters. Each child has a personalised homepage where they'll find the eBooks they've been allocated by the teacher and motivating rewards. This will be the book they have been reading in their RWI session at school and will be developing confidence with. This ensures that each child can find a book at exactly the right level for them. The online reading world ensures children can access independent reading resources anywhere at any time. New books will be allocated regularly.

In addition to this will be a book sent home in their book bag. This will either be a fiction or non-fiction book and they will keep this book until the following Wednesday. Children are supported to read each day and develop their fluency i.e. they read the book three times and in order to develop their understanding, there are a couple of questions at the back of each book to discuss. The name of the book and the dates on which the book was read is recorded in their Reading Log.

This cycle will be repeated each week. The intention of the Read Write Inc scheme is that the reading, both in school and at home, is appropriately challenging.

Individual Readers

At Brandesburton, we have an established group of volunteers who read with all children across the school. This is in addition to home readers which is encouraged daily and monitored by class teachers. During these individual reading sessions children are heard read a chosen book from the reading scheme or from personal choice if a child is a free reader. The reading material is matched to the child's ability, with some degree of difficulty – in any page there should be a couple of words which provide challenge. Children who have been identified as needing support to improve their reading are targeted for additional reading whenever possible. Every child has a reading record/diary and an individual scheme reading book. Within the reading diary, each adult records the title of the present book; the page numbers heard read, the date and the adults' initials. All adults encourage the children to decipher unknown text for themselves – using the strategies taught in class and in particular those skills and strategies taught in their guided reading sessions (application of RWI). Children are then questioned about the text. A constructive/positive comment is then made by the adult in the reading diary, sometimes with targets for development. If there are particular words of difficulty these are recorded for the children to practice.

Virtual Library

[Reading – Brandesburton Primary School](#)

In addition to the books and online texts, the school have a virtual library. This offers the children a broad range of texts and activities. The books are read and when clicked on, take you to the author reading the text. The texts cover a range of themes (friendships, empathy, similarities and differences) as well as specific books for each subject area.

Library

We have an outstanding school library which contains books for all abilities. Our librarians keep this organised along with parental support. Librarians and school councillors meet weekly and keep our library up to date and support our journey for all children to have a love of reading. Classrooms also have their own reading corners (mini-libraries).

Focussed Readers at Brandesburton

We have implemented a focus reader initiative where within each class during the half term there are selected children who need additional support. This is to broaden their knowledge of texts, language and understanding and to develop and nurture a love of literature. All support staff have been trained in how to deliver 'Quick Reads'. These are short reading sessions which focus on reading fluency and retrieval. These are planned and timetabled from class one to class 6, monitored and reviewed termly.

Class Reads / Story Time

Class reads are planned into the curriculum from class one to 5 and are embedded into the reading routines across the year with a book focus for each term. Books are chosen based upon current pupil interest or linked to the curriculum topic being studied. A class read is a class text that pupils read and analyse together as a class over an extended period of time. Class read sessions allow children of all attainment levels to be immersed in the same high quality texts and promote valuable discussions. Class reading sessions provide teachers with the opportunity to model the fluency, pace, intonation and expression key elements of reading with the notion that children will try to emulate this in their own reading. During discussion of the text, the teacher will model the expectation for high quality responses identifying key evidence and explanations to provide support to justify responses, a key skill that children need to acquire during their school journey. Teachers can implicitly point out to the children the language and authors intentions that sometimes children unless exposed to miss. Coverage of genres is balanced between narrative and non-narrative.

Author Focus

Each term each year group select an author to focus upon. The purpose of the author study is to expose children to the key works of various authors allowing them to compare and contrast writing styles and to support them when establishing their own writer's voice. In addition to this, we plan for author visits and workshops to inspire our children and develop a good understanding of this career pathway.

Foundation Stage

The curriculum in the Foundation Stage offers many opportunities to develop the skills required for reading. Speaking and listening are two of the first skills to be focused upon; these are developed through listening to stories, shared reading, role-play, opportunities for talk through continuous provision and Phase 1 sounds. To try and develop parental awareness of our approach to reading, we offer a weekly 'Reading Workshop' where parents are offered the chance to come into school and observe how reading is promoted and taught to their child with an opportunity to put what they have seen into practise.

Within Foundation Stage, there are dedicated reading areas both with indoors and outdoors provision that promote the love of reading. The use of sound buttons to record key questions to support building the language and comprehension plays a key part. Within the provision, there are key story props and costumes to allow children the opportunity to retell and act out stories or plays that have been shared.

Read Write Inc.- In Nursery, the children are introduced to phonics. Through different activities, children begin to develop their phonological awareness. During the summer term in readiness for Reception, the children participate in the more focussed aspects of the Read Write Inc. phonic programme where they take part in daily 10 minute short sessions. In Reception, the children are introduced to the initial letter sounds (Set 1) during autumn term. Sessions are daily and last for approximately 15 minutes. As the year progresses, the children are grouped dependent on ability and on their individual progress children. Children will begin to learn digraph and trigraph sounds, using this knowledge to help them read and write sentences as the year concludes. Children that are working at ARE will be complete an hourly phonics/literacy session daily. Children receive Same Day Intervention and planned guided interventions for 'at risk of delay' children.

Building on the Foundation Stage provision

There are dedicated reading areas within Year 1, where children have the opportunity to read and act out stories, using the costumes and items provided linked to the topic or theme. There is a wealth of literature to enhance displays and provision areas.

Reading for Pleasure Learning Environment In our school

We will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Books are used to enhance displays and to provide reference points for deeper learning. Furthermore, within English lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. Each classroom has a dedicated reading area to encourage and motivate children to read. These areas provide a comfortable and relaxing area where books can be shared and enjoyed and are changed on a termly basis to ensure that interest is maintained. Each classroom reading area is stocked with a rich variety of books based upon the children's interests thus allowing the children to have access to a significant 'library' collection of books of various genres for the children to enjoy. Within each reading environment children have access to various age appropriate question stems linked to the content domains that support with developing reading comprehension these are also referred to as prompts and reminders for adults when listening to children read.

Inspire Sessions Planned

Throughout the year are opportunities for parents to visit school to participate in reading focused inspire activities such as the 'Christmas read' and 'Book Week'. During these sessions, teachers model how to support with developing reading fluency and comprehension skills and provide opportunities for parents to explore text activities with their child.

Parent Workshops during the year

Parent workshops are delivered. Within these sessions, parents are able to observe how reading is taught within school and gain advice on how to support their children at home is shared with support packs with resources to use are provided.

Attainment and impact

We aim to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of formative and summative assessment procedures, whilst always considering the age-related expectations for each year group. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school.

End points

By the end of EYFS, pupils will:

- Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending, and read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Pupils will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories, and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

By the end of Key Stage 1, pupils will:

- Be able to read books written at an age-appropriate interest level. They will be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They will be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. Pupils will continue to use relevant strategies to build their vocabulary and develop pleasure in reading and motivation to read.
- Pupils will understand both the books that they can already read accurately and fluently, and those that they listen to. They are able to participate in discussions about books, poems and other works, taking turns and listening to what others say.

By the end of Key Stage 2, pupils will:

- Be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. Pupils will understand nuances in vocabulary choice and age-appropriate, academic vocabulary.
- Pupils will maintain positive attitudes to reading, reading widely and often, for both pleasure and information. Pupils will have a good understanding of what they read and discuss and evaluate how authors use language, including figurative language, considering the impact on the reader, and comparing characters, settings, themes and other aspects of what they read. They will be able to distinguish between statements of fact and opinion and apply the skills of information retrieval across different areas of the curriculum. Pupils will participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Pupils will explain and discuss their understanding of what they have read, providing reasoned justifications for their views.

Progressive Objectives

Our progressive objectives show what pupils should know and be able to do in each strand of reading by the end of each year group. These are used to support planning and the ongoing assessments of pupils' work.

Word Reading

Year Group	Word Reading
EYFS	Say a sound for each letter in the alphabet and at least 10 digraphs
	Read words consistent with their phonic knowledge by sound-blending
	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Year 1	Apply phonic knowledge to decode words
	Speedily read all 40+ letters/groups for 40+ phonemes
	Read accurately by blending taught GPC
	Read common exception words
	Read common suffixes (-s, -es, -ing, -ed, etc.)
	Read multisyllable words containing taught GPCs
	Read contractions and understanding use of apostrophe
	Read aloud phonically-decodable texts
Year 2	Secure phonic decoding until reading is fluent
	Read accurately by blending, including alternative sounds for graphemes
	Read multisyllable words containing these graphemes *read common suffixes
	Read exception words, noting unusual correspondences
	Read most words quickly & accurately without overt sounding and blending
Year 3	Read aloud independently, taking turns and listening to others.
	Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words
	Apply knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words. (eg: -in-, mis-, dis-, il-, im-, ir-, re-, sub-, inter, - un)
	Apply knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words. (eg: -ly, -ous, -tion, -sion, -ssion, -cian)
	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word
Year 4	Read further exception words, noting different pronunciations

	Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words
	Apply knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words. (Appendix 1)
	Apply knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words. (Appendix 1)
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Year 5	Read aloud with intonation that shows understanding
	Apply growing knowledge of root words, prefixes and suffixes (Appendix 1) both to read aloud and understanding the meaning of new words.
Year 6	Read aloud with intonation that shows good understanding
	Apply growing knowledge of root words, prefixes and suffixes (Appendix 1) both to read aloud and understanding the meaning of new words.

Comprehension

Year Group	Vocabulary
EYFS	Listen to and talk about stories to build familiarity and understanding.
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Year 1	Recognise and join in with predictable phrases.
	Discuss word meanings, linking new meanings to those already known
	Draw on what they already know or on background information and vocabulary provided by the teacher.
	Participate in discussions about what is read to them, taking turns and listen to what others say.
Year 2	Recognise simple recurring literary language in stories and poetry.
	Discuss and clarify the meanings of words, linking new meanings to known vocabulary.
	Discuss their favourite words and phrases.
Year 3	Use dictionaries to check the meaning of words that they have read
	Begin to discuss words and phrases that capture the reader's interest and imagination.
	Begin to identify how language, structure, and presentation contribute to meaning.
Year 4	Use dictionaries to check the meaning of words that they have read.
	Identify and discuss the author's use of precise word choices to engage and capture the reader's interest and imagination.

	Identify how language, structure, and presentation contribute to meaning
Year 5	Check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context.
	Identify and comment on language and the structural features of a text e.g. the use of subheadings, captions etc.
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Year 6	Check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context.
	Identify how language, structure and presentation contribute to meaning
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Year Group	Inference
EYFS	Begin to draw simple inferences from stories that have been read to them.
Year 1	Begin to draw inferences from the text and/or the illustrations.
Year 2	Make inferences on the basis of what is being said and done.
Year 3	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
Year 4	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with appropriate evidence.
Year 5	Draw inferences such as inferring character's feelings, thoughts and motives and explain them by selecting appropriate evidence to justify.
Year 6	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with precise evidence.

Year group	Prediction
EYFS	Anticipate key events in stories.
Year 1	Begin to make predictions about what might happen on the basis of what has been read so far.
Year 2	Predict what might happen on the basis of what has been read so far.
Year 3	Predict what might happen based on details which have been read.
Year 4	Predict what might happen from details stated and implied.
Year 5	Predict what might happen offering an explanation and evidence.
Year 6	Make plausible predictions about what might happen, explaining them with precise evidence.

Year group	Explain
EYFS	Use new vocabulary heard in books in different contexts.

Year 1	Link what they read or hear read to their own experiences.
	Explain clearly their understanding of what is read to them.
	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
Year 2	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
	Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
Year 3	Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	Recognise some different forms of poetry [for example, free verse, narrative poetry].
Year 4	Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	Recognise some different forms of poetry [for example, free verse, narrative poetry].
Year 5	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	Recommend books that they have read to their peers, giving reasons for their choices.
	Distinguish between statements of fact and opinion.
	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
	Provide reasoned justifications for their views.
Year 6	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	Recommend books that they have read to their peers, giving reasons for their choices.
	Distinguish between statements of fact and opinion.
	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
	Provide reasoned justifications for their views.

Year group	Retrieval
EYFS	Answer simple questions in response to a story that has been read to them by using the illustrations.
	Answer simple questions by pointing out specific words.
Year 1	Identify and explain key aspects of fiction and non-fiction texts such as characters, event, titles and information.
Year 2	Understand books they can read accurately and fluently by drawing on what they already know or on background information and vocabulary provided by the teacher. Answer and ask questions
Year 3	Ask questions to improve their understanding of a text.
	Retrieve and record information from non-fiction.
Year 4	Ask questions to improve their understanding of a text.
	Retrieve and record relevant information from non-fiction.
Year 5	Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
	Ask questions to improve their understanding.
	Retrieve, record and present information from non-fiction.
Year 6	Be familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
	Ask questions to improve their understanding.
	Retrieve, record and present information from non-fiction.

Year group	Summarise/sequence
EYFS	Use pictures to sequence a simple and familiar story
	Retell a simple and/or familiar story using props or acting
Year 1	Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
Year 2	Discuss the sequence of events in books and how items of information are related.

	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.
Year 3	Become increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
	Begin to identify themes and conventions in a wide range of books.
	Begin to identify main ideas drawn from more than one paragraph and summarising these.
Year 4	Be familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
	Identify themes and conventions in a wide range of books.
	Identify main ideas drawn from more than one paragraph and summarising these.
Year 5	Begin to identify and discuss themes and conventions in and across a wide range of writing.
	Make comparisons within and across books.
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Year 6	Identify and discuss themes and conventions in and across a wide range of writing.
	Make comparisons within and across books.
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Year group	Poetry
EYFS	Learn to recite a number of simple 4 line poems
	Learn to recite a number of simple 8 line poems
Year 1	Learn to appreciate rhymes and poems, and to recite some by heart
Year 2	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Year 3/4	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
	Recognise some different forms of poetry
Year 5/6	Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience