

# Bricknell Primary School



## Reading Policy





# Reading Policy

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## READING

### Curriculum Intent

Reading has an important place in education and in society. A high-quality education in reading will direct pupils to speak and write fluently so that they can communicate their ideas and emotions to others; being a fluent reader also allows others to communicate with them. Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development. By teaching reading, we intend to impart pupils with the knowledge, understanding, confidence, attitudes, values and skills they need in order to reach their potential as individuals and to become literate members of society.

At Bricknell Primary School, the teaching of the reading curriculum has been carefully considered to enable our pupils to become fluent, confident and accurate readers. At Bricknell, we follow the phonics Read, Write, Inc programme in EYFS and KS1 until the children have the skills and fluency to access age-appropriate texts. Our highly skilled subject leaders have carefully worked to create a Progressive Skills Document where objectives for each year group are progressively mapped out to ensure our pupils are given the acquired skills and knowledge to further their education journey into KS3 and life beyond the classroom. The Reading Progressive Skills document is fully compliant with the 2020 Statutory Guidance.

Our aim is to provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital they need to make aspirational choices about their own futures, overcoming any barriers. In order to achieve this, our curriculum is underpinned by the principles highlighted in our Aspiration Curriculum.



Within the Reading Progressive Skills Document, our progressive objectives identify what pupils should know by the end of each year group and link to prior learning. These enable teachers to identify and plug gaps in pupil's knowledge and skills. Within Reading, pupils will develop a deep understanding of key concepts and second order concepts. These key concepts have been carefully considered and identified as the core knowledge and skills required to successfully achieve in all aspects of reading. The key concepts are revisited and developed as the pupils move through the school to ensure the knowledge and skills are firmly embedded within the long term memory. These key concepts are reinforced in all areas of the curriculum. The expectation is that, by the end of primary school, children will know and understand these key concepts and have the reading skills to enter KS3 confidently.

In addition to key concepts, the subject leader has identified subject specific second order concepts. These can be used across all aspects of a subject to organise the substantive knowledge and skills taught.

Reading is taught on a daily basis and supported through home reading. In daily reading sessions, children are taught different skills with an aim to develop a child who reads fluently, with understanding and for enjoyment. Reading is taught on a daily basis and supported through home reading. In daily reading sessions, children are taught different skills with an aim to develop a child who reads fluently, with understanding and for enjoyment.

### **Key Concepts**

***These are explored through different texts and text types appropriate to the age and ability of the child.***

**Word Reading:** Children are taught to apply their developing phonic knowledge to read fluently and accurately.

**Comprehension:** Children are taught the skills to understand and question the texts which they are reading.

### **Second Order Concepts.**

***Within guided reading sessions, children are taught a range of skills in order for them to understand texts.***

**Vocabulary:** Children are exposed to increasingly adventurous vocabulary in order to widen their knowledge and understanding.

**Inference:** Children are taught to draw conclusions based on their reading both explicit and implied information.

**Prediction:** Using prior knowledge, children are taught to predict what may happen next.

**Explain:** Using prior reading of the text, children are taught to explain events of the text.

**Retrieve:** Children are taught to retrieve information quickly and accurately.

**Summarise:** With precision and conciseness, children are taught how to give a statement of the main points in specific parts of paragraph.

**In Reading, by the end of EYFS children will:**

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

**By the end of Key Stage 1 children will:**

Be able to read accurately and with increased fluency. Children will read without overt sounding and blending and will read most common exception words. Children will be able to answer questions and be able summarise events from a text. Children will also make some inferences based on what is said and done.

**By the end of Key Stage 2 children will:**

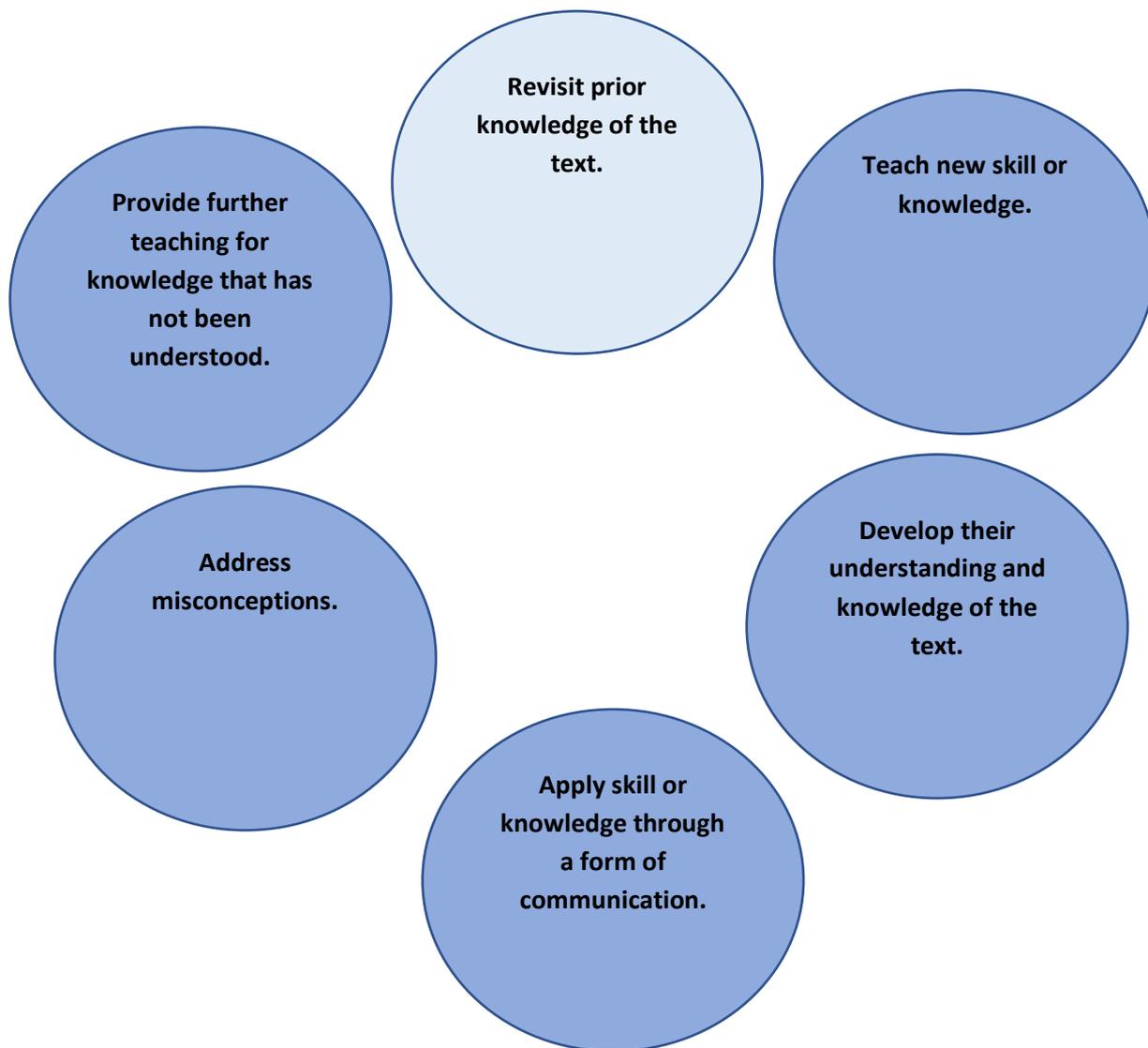
Be able to read age-appropriate texts with confidence and fluency. They will draw inferences about characters' feelings, thoughts and motives. They will be able to make plausible predictions and summaries. Children will be able to comment upon a writer's choice of language and explain the effect of vocabulary on the reader. They will make reasoned justifications for their views using the text to support their opinions.

Any child working below their age-related expectation, will receive a tailored curriculum with personalised objectives taken from the Curriculum Assessment Toolkit. This will enable all children to build the skills and knowledge needed to bridge the gap between themselves and their peers enabling them to reach their full potential.

## Implementation

At Bricknell Primary School, our curriculum is carefully mapped out into a Long-Term Plan by our highly skilled subject coordinators. This enables links between subjects to be identified and carefully planned for to support pupil's retention of knowledge and skills.

At Bricknell, early reading and phonics are taught following the Read Write Inc phonic programme. In later years, lessons follow the teaching sequence outlined below.



## Impact

A wide range of strategies are used to measure the impact of our reading curriculum. The impact of learning is measured through daily formative and regular summative assessment. Children are assessed against key performance indicators which are kept in the front of each child's Guided Reading book. Children who are not achieving in line with expectations are given intervention sessions in order to address any misconceptions and to allow children to progress with their learning. At the end of each term, all children are formally assessed using a standardised test in line with other schools in the Constellation Trust. These tests are used to carry out question level analysis to enable teachers to plan effective lessons and to break down barriers to learning.

Our subject leaders will also monitor the effectiveness of the reading curriculum through carrying out regular subject 360 evaluations. These evaluations are quality assured by the senior leadership and governors.

The effectiveness of our reading curriculum is also monitored through pupil and parental voice throughout the course of the year.

### **Extra-curricular**

At Bricknell, we offer a wealth of extra-curricular activities and ensure that all pupils are given equal opportunities to access these. The Gradual Learner Programme enables children to take their reading to a higher level and work beyond the classroom in consultation with families and the community.

All children have a high quality reading book and a reading journal to share with family members. Reading for enjoyment is encouraged by the library which is seen as a key resource in supporting children's learning. The library is open on selected evenings for children to attend with their parents and carers. Reading is also enhanced throughout the school by a range of visitors, school trips, visits from authors and theatrical productions related to classic fiction. The school takes part in the annual reading awards at Hull City Council. The school also takes part in national events such as World Book Day.

### **Cross curricular connections.**

Reading is integral to all aspects of the curriculum. Fluent and accurate reading is a basis on which to build other areas of the curriculum. Reading skills, such as skimming and scanning, alphabetical ordering, using glossaries, is developed as the children progress through the school and these skills will help to develop knowledge and understanding throughout the curriculum.

### **Equality**

Children will not be discriminated against in terms of gender, race, religion or disability. All children have the opportunity to participate fully in classroom and outdoor English lessons and activities and reasonable adjustments will be made to ensure this. All children are given the opportunity during the school week to read independently for enjoyment.

### **SEND**

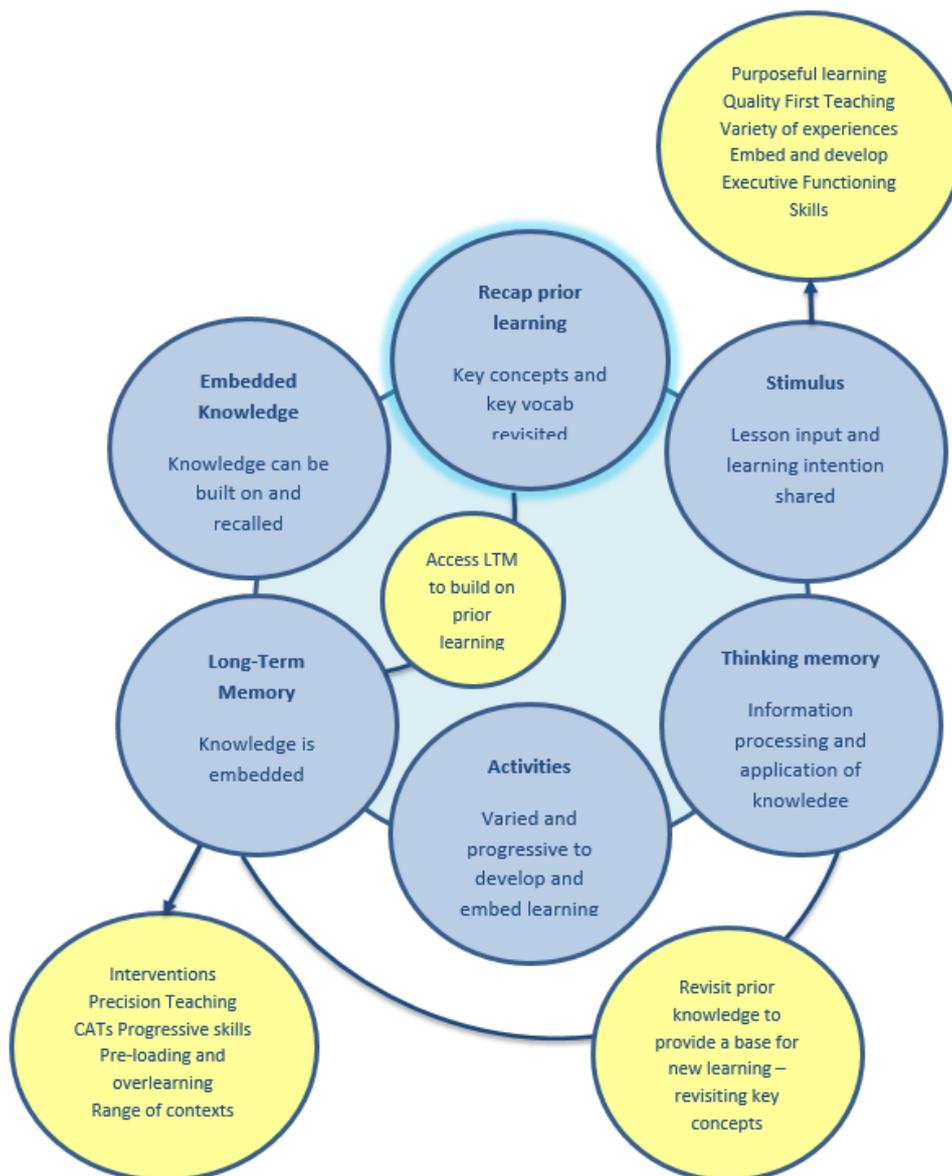
At Bricknell, we have a high SEND population and our pupils are fully immersed into the broad and balanced curriculum. However, we tailor the curriculum to meet the individual needs of SEND pupils. Where a child's need prevents them from accessing the Age Related Expectations for subjects, planning is tailored to meet the individual needs of all pupils using the CATs document. This document breaks down each objective across the curriculum to enable all pupils to achieve success at an appropriate level for their needs. This ranges from P4 to Year 6 to ensure that there is no ceiling on any child's learning. In addition to this, some pupils are given the opportunity to take part in an AQA life skills programme. This programme consists of a sequence of skills that children work towards and develop their independence. This programme has been developed by the

external agency IPASS and is tailored to meet the individual needs of our pupils. Each skill, when mastered, is rewarded with a qualification and certificate. Prior to the children starting this at the age of seven, pupils take part in the CATs Reading scheme of work which was developed alongside a local special school. This programme aims to plug gaps and remove barriers to learning.

### Metacognition

Metacognition relates to thinking about thinking. It is a mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes. Metacognitive strategies are embedded into all areas of our curriculum and opportunities are planned to develop these skills over time. These skills include self-questioning, meditation, reflection, developing an awareness of strengths and weaknesses and an awareness of personal learning styles. Developing this metacognitive understanding is a skill for life. When learners “think about their thinking” they are more capable of independent self-improvement. At Bricknell, metacognitive strategies are learned, practiced and made into habits in order to improve learning, self-understanding and thinking skills impacting both the present and future.

Our metacognition and working memory model is shown below:



All staff have had extensive CPD, in collaboration with the Educational Psychologist, to support their understanding of child development and metacognition strategies to enable them to develop the knowledge and skills required to enable children to learn progressively over time.

### **Evaluation**

In evaluating the effectiveness of our teaching of reading, we should be aware of the following:

- How do you ensure that the teaching of early reading/phonics is prioritised?
- When do you start teaching phonics? How do you prepare nursery children for the demands of phonics?
- How do you identify pupils not on track and what support do you provide?
- How do you support parents to read with their children?

### **Resources**

- All children have a range of quality fiction and non-fiction books in an accessible book area.
- Quality book banded books are available for all children to access and change on a regular basis.
- In EYFS and KS1, children take home a phonic book to support their phonics in school and a reading book to develop comprehension and enjoyment of books. In KS2 , each child has a reading book at the appropriate level which is accompanied by a home reading journal.
- Each class has an ongoing class text which is a prompt for PSHE discussion.
- Each classroom has a bank of age-appropriate dictionaries and thesauruses.
- The school library is well stocked with up to date and current texts of interest to the children.