



Reading Policy

Mission Statement

We believe in excellence; inspiring every child to flourish within a caring, Christian community.

The School's Christian Vision

Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each pupils' abilities and talents so that they can 'have life and have it to the full' (John 10:10) and use it in the service of God and other people.

This policy reflects the school's values and philosophy in relation to the teaching and learning of Reading. Newton Bluecoat Church of England Primary School considers English to be a vital part of its whole curriculum and it is taught within a Christian context.

INTENT

Newton Bluecoat CE Primary School aims to provide a clear, consistent, whole school approach to the teaching of reading. Competence in reading is the key to independent learning and is given the highest priority at Newton Bluecoat CE Primary School, enabling the children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

Reading lies at the heart of the curriculum at Newton Bluecoat. We are dedicated to enabling our pupils to become lifelong readers and we believe reading is key for academic success.

IMPLEMENT

- Children take part in regular whole class reading lessons, where they are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
- Once children are secure with their phonics sounds and they can accurately blend the sounds and read fluently, we use the Oxford Reading tree scheme to support our children in developing their reading skills. The books are banded according to their level of difficulty, providing children with a challenging reading experience, which also allows them to use their developing phonic and whole word knowledge to read independently. The Oxford Reading tree scheme comprises of a mixture of Fiction, Non-fiction and Traditional Tales, which allows children to experience a variety of texts. Oxford Reading Tree books include series such as Floppy's Phonics, Biff, Chip and Kipper, Traditional Tales and Songbirds Phonics.
- Once children in KS2 can read accurately and fluently, alongside their school readers, they select an independent reading book from the school library.
- Children in KS1 who cannot yet read accurately and fluently can still take a school library reading book home however they are encouraged to share this with an adult.
- In Key Stage Two, children are exposed to texts of increasing length and complexity. They look for links between books and authors and approach their reading more analytically. They continue to develop preferences for genres and authors. They learn to identify more sophisticated language devices and acquire new vocabulary.



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- In Key Stage 2 there is at least 15 minutes of independent reading time each day to help foster a love of reading. This time enables children to extend their vocabulary, provide time to explore story themes at length as well as learning to develop their reading stamina.
- There is a daily time for the class novel/story across school. This is when the teacher models reading to the children and is a time to explore texts together, for example: unpick story themes, character decisions and discuss language for effect. In the infants the stories range from short stories just for the session or longer stories which might last a week or two.
- Each classroom has a selection of books which are directly linked to the class topic. This offers opportunities for pupils to apply their reading skills across the curriculum.
- Children have the opportunity to take part in 'Reading Buddies', in which children mix with other children from different year groups and share a book together. (note: during the duration of the pandemic this is not taking place)
- We have one child from Years 1-6 who are our 'Newton Bluecoat Reading Ambassadors'. Their job is to promote and develop a love of reading amongst all the children. They regularly organise and run reading events in school.
- Each term, we release a 'Reading Newsletter' that shares and promotes a love of reading with parents and the children. We feature any reading events that have happened in school and display lots of book reviews. These can be found:
<https://www.newtonbluecoat.lancs.sch.uk/page/?title=Reading+Ambassadors&pid=37>
- Children in key stage 2 who are not yet 'confident readers', are given regular intervention sessions. We use a range of resources such as Launch the Lifeboat, Teach Your Monster to Read, Word Shark and Toe by Toe to support those children that may require it. Additional reading groups are planned for to support reading skills and understanding.
- Children have fortnightly access to our school library with assistance from our school librarian.

IMPACT

By the time children leave Newton Bluecoat Church of England Primary School, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects across the curriculum, and communicate their research to a wider audience.

EARLY READING AND PHONICS

INTENT

The systematic teaching of phonics has a very high priority throughout the Foundation Stage, Key Stage 1 and beyond. At Newton Bluecoat, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of year 1. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.

Teaching phonics and promoting a love of reading is embedded in all we do for our nursery, reception and year 1 children.



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IMPLEMENT

- Children begin to learn to decode when they enter the Nursery programme at three years old. They listen carefully to environmental, musical sounds and work towards listening to units of sounds in words using activities from the Letters and Sounds programme Phase One. They enjoy playing with words and language and build a repertoire of songs and rhymes. They are exposed to print in the school and wider environment and may begin to recognise words of personal significance. They share predictable texts and begin to join in with repeated phrases and anticipate the development of the narrative.
- As children move into Reception, they explore and secure their understanding of grapheme-phoneme correspondence through Floppy's Phonics Phases Two and Three. Through daily whole class and small group activities, they use their knowledge of sounds to tackle new words. This learning is reinforced through regular practice with phonologically decodable texts such as the Traditional Tales, Floppy's Phonics and Word Sparks. Children also build their sight vocabulary through exposure to repetitive texts such as the Oxford Reading Tree stories.
- This continues throughout Key Stage One. As decoding becomes more fluent and sight vocabulary expands children tackle a wider range of text styles, sharing and discussing both fiction and non-fiction books. They learn to use textual signposts to navigate texts and books more independently. They consolidate their phonological decoding skills through Floppy's Phonics Phases Four, Five in Year One. In Year Two, they complete Phase Six.
- Teachers regularly assess the pupil's phonics knowledge using phonics assessment and Reading Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning. Assessments will take place regularly in order to track progress, identify children who need further support and identify gaps in learning for specific groups or cohorts of children. Further support will be in the form of the ELS Intervention Programme.
- The children take home a banded book from our reading scheme with a book that matches the phase they have mastered. They are able to change these books several times a week.
- From Autumn 2021, each child will also have a second "reading for pleasure book" which usually relates to the phonics phase they have reached, but which may contain phonemes the child has not yet learned and may be a book they have chosen to have read to them. This is a book that they take home to share.

IMPACT

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments

PHONICS SCREENING CHECK

The phonics screening check is designed to confirm whether children have learnt phonic decoding to an appropriate standard. It will identify children who need extra help to improve their decoding skills.



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The check consists of one list of 40 words, comprising 20 real words and 20 pseudo-words.

The phonics screening check is administered to all Year 1 children and children in Year 2 who did not meet the required standard in Year 1 or have not taken it before. The screening check is administered towards the end of the summer term (June), on a one-to-one basis by the class teacher. The child's phonic screening check score will be reported to parents by the end of the summer term. Any children who have still not passed their screening in Year 2 or KS2 will have extra support and intervention put in place.

POLICY WRITTEN BY L. DEWHURST – JUNE 2024

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