



Together we can!

# **BEECHWOOD JUNIOR SCHOOL**

## **Reading Policy**

### **2023 - 2024**

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'Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success.' Dfe Reading Framework 2023

**Our Aim**

At Beechwood, we teach reading because we understand that becoming a skilled reader leads to significantly improved life choices. Our aim is to ensure that children leave our school reading fluently with the ability to make meaning from text; they will have read a wide range of rich texts contributing to their cultural capital and helping to nurture their love of reading.

We know that children who leave KS2 reading fluently, are more able to access further learning. As an inner-city school where many children are limited in their experiences, reading will allow our pupils to close the social mobility gap, raising their ambition, enriching their experiences, boosting their self-esteem and confidence as well as inspiring them to challenge and change the world.

Our aim is that all children of Beechwood Junior School, regardless of their social economic background, culture, gender or ethnicity become skilled readers. We understand that becoming a skilled reader involves fluent decoding of text alongside comprehension. As a result, our reading curriculum has two parallel strands, each coherently planned to ensure reading progress across the key stage:

- **Word reading** (including phonics, fluency and reading mileage)
- **Comprehension** (including word/text meaning/etymology, metacognition, monitoring, questioning, analysing structure and intent, summarising, global and local inferences)

This policy sets out procedures and guidelines to ensure that pupils achieve age related expectations across both strands so that they leave our school competent, confident and enthusiastic readers, with a love of the written word.

**The Teaching of Reading: Implementation**

Reading at Beechwood is broken down into five sessions which help to develop two broad strands: **Word Reading and Comprehension**. A reading spine supports the implementation. Books have been selected to ensure a range of fiction, non-fiction and poetry are represented. Additionally, books met a range of requirements such as non-linear plots, archaic texts, complexity of plot and resistant texts.

Year 3					
Autumn 1	Autumn 2	Spring	Spring 2	Summer	Summer 2
					

Year 4					
Autumn 1	Autumn 2	Spring	Spring 2	Summer	Summer 2
					

Year 5					
Autumn 1	Autumn 2	Spring	Spring 2	Summer	Summer 2
					

Year 6					
Autumn 1	Autumn 2	Spring	Spring 2	Summer	Summer 2
					

## Word Reading (Fluency & Extended Reading)

### Phonics – Little Wandle

The school follows the Little Wandle phonics programme (a validated systematic synthetic phonics program); it aims to provide children who are not yet able to access the curriculum for their year group with the tools they need to catch up with their peers. Children will follow a systematic program of Rapid Catch Up which is accompanied by decodable books suitable for Key Stage 2. Learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Pupils will start at the point necessary for them; this might mean some children are taught individually whereas others may be taught in groups working with others at the same level of phonic knowledge. During this Rapid Catch up, they will make fast progress with intensive daily teaching at their specific level; they should not need this support indefinitely. Those with learning difficulties may need longer but we understand that every child needs to master the alphabetic code if they are to learn to read.

### Reading Fluency

Reading fluency is a pre-requisite for the comprehension that is the purpose of all reading. We recognise that in order to make meaning from text, children need to read at a speed sufficient to enable focus on understanding. Children at Beechwood will receive at least one taught fluency lesson per week (in year 3 this will be two). To develop fluency (accuracy, automaticity and prosody) teachers will focus on an extract of text. They will introduce new vocabulary and model fluent reading before children practise the modelled text by repeatedly reading to improve fluency. Getting children to repeatedly read a short text aloud, while they aim to read it with greater fluency each time, leads to improvements in fluency over time. All fluency should be accompanied by a discussion of the text's contents adding a sense of purpose to the session.

### Extended Reading

At Beechwood, we understand the importance of a rich and varied reading spine. We know that in order to become skilled readers, children need to spend as much time reading as possible. Extended reading involves prolonged engagement with a longer text or extract and thus focuses on the development of fluency, word knowledge, background knowledge and text knowledge through exposure to text. We understand that this type of reading should be accompanied by questions to probe understanding but it is the reading itself and this related discussion that will advance most children's ability to read.

## Reading Comprehension (Background knowledge, language structures, vocabulary, verbal reasoning, literary knowledge)

### Close Reading

At Beechwood we know that children need guidance in how to think about text. Close reading involves the sustained, detailed analysis of text focusing on the development of word knowledge, background knowledge and text knowledge through deep discussion. Consequently, close reading involves the discussion of particular themes, vocabulary choices, literary devices, plot points or anything else worthy of focus. Teachers will use Thinkaloud to model their thinking process and will encourage children to do the same. These lessons will be taught when children are able to decode with a reasonable level of fluency and will be taught in Year 3 in the Summer Term to enable a focus on fluency initially.

### Application

Children at our school will follow the age-related expectations for reading as identified in the National Curriculum Programs of Study for Key Stage 2 and these are detailed for each year group in the school curriculum document. This document is a progressive overview of skill areas and enables teachers to deliver appropriately pitched lessons which are adapted to support all learners in achieving expectations. In application lessons, children will develop their ability to ask and answer questions about text. Teachers will explain and model a strategy, scaffold children's use of that strategy and ensure children can use it independently.

### Vocabulary Instruction

Children will learn a great deal of vocabulary in the sessions outlined above, including learning tier 2 and 3 words that are embedded in wider curriculum lessons, however, discrete vocabulary teaching guarantees that valuable words are understood by the children in our care. At Beechwood, we use a medium-term plan to ensure that children are exposed to a variety of Greek and Latin roots as well as tier 2 vocabulary. Low stakes quizzes and retrieval promotes memory of these.

### Integration of reading comprehension within writing and the wider curriculum

Teachers will take opportunities to build links with reading in other lesson contexts:

- During **writing lessons**, where the teacher might use a high-quality text as a stimulus to support learning, teachers will take the opportunity to model fluency reading with expression and taking punctuation and grammar into consideration. They will explore text to further understand characters and learn from authors techniques to inform their writing.
- During **wider curriculum lessons** and activities, pupils will be expected to apply their reading skills with teachers taking care that pupils are reading books and texts appropriate to their level.

### Reading for pleasure

We know it is essential for children to develop and foster a love of reading – we want our students to have a *passion* for reading. At Beechwood, we provide various opportunities for children to enjoy books:

- **Story time** – This will take place a minimum of 3 times a week in every class in the school. Books will be selected by teachers to engage children in reading, expose them to a wide range of literature from across cultures and time periods as well as expand their understanding of vocabulary. Teachers will be provided with a list of suitable titles for each year group to support them in their choices. During this time, the teacher will explore themes and vocabulary with the children as well as modelling fluency skills and comprehension strategies.
- **Reading spaces/The library** – The library will be visited every fortnight to enable children to share books, read independently and change books. The library is also open at lunchtime daily to different year groups on a rotation.

- **House team shared reading days** – This is where, led by the House captains, the children from across the school come together as houses and share their favourite books. A range of other activities to promote a love of reading are shared.
- **World Book Day** – World Book Day encourages children to share their love of books with others and a range of activities are enjoyed by the children throughout the day.
- **Reading Milestones** – Throughout the year, there will be reading challenges that enable to children to work towards and celebrate reading milestones.
- **Reading newsletters** – Parents and pupils receive a termly newsletter outlining books to be read and providing information about new books, authors or competitions running in school.
- **What're you reading?** – Teachers' pictures will be displayed around the school with a space to add currently reading. This will model reading habits and will provide opportunity to discuss reading amongst the school community.
- **Reading displays** – Displays will be used in class and around school to promote texts being read, finished or about to begin.

## **Further support in reading**

### **Adaptive teaching**

All children are working towards achieving age-related expectations for their year group. In reading lessons, we support our children by providing various scaffolds to help them to reach their learning goals. Scaffolds could include, reading rulers/windows, reading partners, substitution grids to aid response to text, word banks, dual coding, task design, modelled answers or teacher guided groups. Children who need additional support might use a different text for fluency sessions. They may also receive additional phonics teaching, precision teaching or story times. We believe it is important for all children to be involved in the reading of class texts and this includes those they may not be able to decode for themselves.

Where a child needs to make accelerated progress and is currently reading at a level below the agreed milestones, they will need additional support to catch up with their peers. Additional support is provided as:

**Little Wandle Rapid Catch up group lessons:** Pupils who enter the school below age-related expectations for phonics or requiring further practice and consolidation to build confidence, speed and accuracy will participate in daily phonics catch up sessions.

**Precision teaching:** 1:1 targeted support provided in all years by TAs or pupil support team members for pupils with special educational needs.

**Reading booster sessions:** group support sessions provided by teachers and TA's in all year groups for pupils with similar needs, particularly pupils with limited home support or requiring a further boost to develop fluency and accuracy. These sessions will also aim to develop discussion around text.

**Storytime:** For children with Speech and Language needs, or those who require additional exposure to stories, TAs will provide an additional story time weekly.

**Daily readers:** 1:1 support provided by TA's for those pupils who have been assessed as lagging behind their peers and/or at risk of not achieving expected standard of reading. This will include pupils identified as the lowest 20% of readers.

**Vocabulary teaching:** Additional time may be spent directly teaching new vocabulary or revisiting taught vocabulary.

## **Reading at home – Beechwood Boom Reader**

**“Children are made readers on the laps of their parents.”** (*Emilie Buchwald*)

A child on route to becoming a skilled reader requires practise. It is vital that parents support their children at home with reading. At Beechwood Junior we use an online reading logging program to ensure that reading can be monitored effectively. This program can be used by adults at school as well as pupils and parents at home providing a holistic view of the child's reading habits.

Every child at Beechwood will take a book home from the library. Those children who have been identified as needing additional practise with a levelled book will take home an ORT reading book selected for the child by an adult from school; the pupil should be able to read this book at 95-100% word accuracy rate.

In order to celebrate and foster a love of reading, we celebrate reading milestones with rewards throughout the year.

### **Expectations of reading at home**

Children are expected to read their books at home at least 3 times a week to an adult for approximately 10 minutes. Each session should be logged on Boom Reader by the pupil or parent/carer. A tablet will be made available in class for those children who struggle to access the internet at home. Class totals will be monitored and shared weekly.

### **Assessment of Reading**

At Beechwood, we assess all aspects of reading in order to gain the most insight into our children's reading ability. As part of the assessment process, every child is assessed on their reading speed and fluency termly using an age-appropriate text and a fluency rubric. These results are closely monitored as they directly impact on teaching and learning needs. Termly standardised assessments are also carried out in each year group and added to the tracking document. This enables both word reading and comprehension to be monitored closely. Additionally, we employ a child profiling assessment document whereby children of concern are more closely monitored by their teacher who will hear the child read, discuss the text with them and make notes on their findings. We also use children's responses to text to aid teacher assessments and closely moderate judgements regularly.

For those children who are not reading at age-appropriate level it may be appropriate to complete a phonics assessment. These assessments are taken from the Little Wandle website and trackers are provided for monitoring progress during these interventions every four weeks.

### **Feedback**

In reading, the majority of feedback will be 'live'. Children learn the most from reading and discussing text and so feedback will be immediate. Teachers will use dialogic talk in the classroom to probe ideas further and encourage children to extend, clarify and support their ideas in the moment. Children will be taught to politely challenge each other when discussing text. Through marking, teachers will prompt deeper thinking in response to text. Children will respond to teacher's comments in purple pen. Teachers will employ the 'Fix in Six' strategy to ensure that a range of children receive in depth marking; this will mean every child will be challenged with a probing teacher response every week.

### **Leadership and monitoring: Impact**

The Reading Leader and Members of the SLT will monitor the teaching and learning of reading in the following ways:

- Observation of phonics interventions, reading lessons, library sessions and story time to assess impact, pitch, accuracy and attitudes to reading
- Monitoring planning
- Analysis of data
- Monitor daily readers and other interventions
- Listening to pupils read to establish accuracy of teacher assessed ORT levels and assess pupils' attitudes to reading
- Learning walks to establish the quality of teaching
- Learning walks to establish the profile of reading across the school
- Pupil conferencing to assess pupils understanding and attitudes to reading
- Providing additional support for the teaching of reading including coaching

Each term a monitoring report is produced which is shared with SLT, staff and governors. This reports helps to evaluate impact and inform future implementation needs.