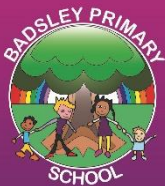


BADSLEY PRIMARY SCHOOL



Reading Policy

Policy Date	June 2025	Review Date	June 2026
GB Responsible	Full Governing Board	Written by	J Russell
Approved		Website	https://badsleyprimary.org/



Growing Together; Aiming High



Article 13 Freedom of expression
Article 23 Children with a disability
Article 28 Right to education
Article 29 Goals of education

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1. Curriculum intent, aims and drivers

Curriculum intent

'Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.' (The Reading Framework – Teaching the Foundations of Literacy, July 2021)

At Badsley Primary School, we prioritise reading - it is the golden thread that runs through everything we do.

It is our intent that all children will become competent and confident readers who are able to read for information and choose to read for pleasure. The ability to read and understand has a direct effect upon progress and attainment in all areas of the curriculum, upon children's self-esteem and motivation to learn and upon their life chances. As a school, we provide children with the phonics, word reading and comprehension skills necessary to become competent and fluent readers and develop a life-long love of books.

Aims

In our teaching of reading, we aim for all children to:

- Learn to read as quickly as possible
- Use phonics to decode words they don't know
- Develop comprehension skills which allow them to understand and enjoy books on different levels
- Confidently read texts appropriate to their age group
- Read texts from a wide range of genres, authors and eras
- Develop a love of reading and choose to read for pleasure
- Experience a wealth of rich, diverse and engaging stories and poems which serve as a window upon the world and a mirror to their own lives

Ultimate End Goal

Our ultimate goal is for ALL children to:

- Identify as *A Reader*
- Be competent and confident readers
- Be able to access learning across all curriculum subjects, both in class and independently
- Be motivated to read and research for information
- Be ready for the KS3 curriculum
- Have a deep love of books and burn with the desire to read
- Know which genres, books and authors they enjoy
- Be interested in reading new or unfamiliar books and authors
- Have their enjoyment of, and escape into, reading support their own mental health and well-being

Curriculum Drivers

Our curriculum is built on our Key Drivers:

- **Oracy**
- **Aspiration**
- **Equality and Diversity**
- **Experience**
- **Curiosity and Discovery**

To ensure our curriculum offers enrichment, these drivers underpin everything we do in all areas of school life. These form the foundations of our curriculum and are threads throughout our teaching including the teaching of pupils' spiritual, moral, social and cultural (SMSC) development and the teaching of British Values.

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and responsibilities

The Reading Leader is responsible for:

- *action planning*
- *keeping staff updated with school and national developments*
- *organising and leading CPD*
- *monitoring teaching, standards and expectations*
- *ensuring teaching is consistently of the highest standards through a coaching and mentoring model*
- *reporting to the governors' Curriculum Committee*
- *ensuring book lists and book stock are regularly refreshed*
- *leading assessment and analysing data*
- *attending CPD, including ROSIS, English Hub and RWI*
- *Ensuring National Curriculum progression is clear for all year groups*
- *professional reading*

The Headteacher and Governing Body are responsible for:

- *Ensuring teachers can deliver the new curriculum by having access to the appropriate training and resources necessary;*
- *Providing opportunities for the Writing Leader to work with staff to plan and*
- *Reviewing policies relating to English.*

The Class Teacher is responsible for:

- *Following the guidelines set out in the reading policy;*
- *Planning effective reading lessons using the SSP (Read Write Inc) and the whole class reading model*
- *Ensuring they read aloud to pupils every day in FS/KS1 and at least 4 times a week in KS2.*
- *Ensuring that pupils are given the opportunity to read for pleasure in a social environment*

- Ensuring that reading areas are ‘mini-bookshops’ and that the carefully chosen books act as windows and mirrors for each reader.
- *Planning lessons which will support and/or challenge pupils as appropriate;*
- *Ensuring they have access to a range of necessary resources to be able to deliver the curriculum effectively.*
- *Supporting the English Lead in monitoring and assessment by completing the relevant year group assessment grids*
- *Ensuring support staff have access to planning and have the knowledge and skills to be able to support and challenge them in completing tasks.*

The Support Staff are responsible for:

- *Ensuring they have the relevant planning necessary to support and challenge pupils;*
- *Asking for support from the class teacher and/or Reading Lead to ensure their training requirements are met.*

4. Organisation and Planning

Our chosen SSP is Read Write Inc. We have chosen this SSP because it has a proven track record of teaching all children to read, including children with SEND. We believe it offers the structure and rigour that will enable all teachers to teach the best reading and phonics lessons, so that children learn to read quickly and confidently. Coaching by the Reading Leader and the RWI consultant, along with the use of RWI online training films, ensures that all teachers of reading are skilled and proficient in teaching early reading.

Early Reading in the Foundation Stage

Phonics teaching starts straightaway in the autumn term of FS2 and the RWI teaching manuals layout the planning for each phonics session.

Pupils are assessed using the ‘On entry’ assessment, initially. The Reading Lead uses the grouping guidance to place pupils into broad ‘sounds’ groups and teachers teach to the identified gaps. After 4 weeks, the pupils are assessed again, using the online assessment. They are placed into ‘progress’ groups from this point. Pupils are reassessed each half term and are grouped according to strict criteria.

Pupils have daily 20-30 minute phonics lessons and ‘keep up’ interventions throughout the year. In Spring term, children apply their phonics learning to read photocopied ‘ditties’ (captions which use the learned GPCs) and they are introduced to Set 1 special friends which are the consonant digraphs sh, th, ch, nk, ng, ck . This quickly progresses into reading ‘red’ books with three short stories included. By April, pupils are beginning to be introduced to Set 2 Special friends and they are expected to be working within Green level by the end of the year.

Daily oral storytelling is planned for and delivered through the implementation of Helicopter Stories.

Adults share picture books with children in small groups and individually, with a focus of developing book skills such as turning pages etc.

Developing a love of reading is a priority in FS2. From their very first day, children are read to by adults at least once a day. The classroom, corridors and outside environments all include a wide range of quality texts which staff model choosing and reading so that the

child becomes confident in doing this themselves. All classes visit the school library at least once a week.

Phonics and reading in Y1 onwards

In KS1, we build on the strong start that has been made in FS2. Pupils continue to be taught in RWI reading groups for 40 minutes, every day. We continue to assess pupils each half term using the RWI online assessment tool, and place them in groups according to RWI guidance. Reading Leaders identify pupils who are behind where they should be and target them for one-to-one tutoring. Their progress is assessed and closely monitored every two weeks.

KS2 pupils who did not pass the Phonics Screen Check in the Y2 re-take, continue in the RWI programme, with one-to-one tutoring running alongside. Their progress is carefully assessed and monitored.

Expectations of Progress

Our goal is for ALL children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily (words they have been taught)
3. Read texts which include the words they have been taught, fluently.

We are ambitious for our children. The following grid shows our minimum expectation for the lowest 20% of children. Other children should be well in advance of this.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read 16 single-letter Set 1 sounds	Read 47 sounds (all Set 1 and Set 2 sounds) Read Purple Storybooks	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all 25 Set 1 single-letter sounds Blend sounds into words orally	Read 52 sounds (first 5 Set 3 sounds) Read Pink Storybooks	Read Grey Storybooks
End of Spring 1	Read all 25 Set 1 single-letter sounds Blend sounds to read words Read short Ditty stories	Read 58 sounds (11 Set 3 sounds) Read Orange Storybooks	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read 31 sounds (Set 1 Special Friends) Read Red Storybooks	Read 64 sounds (17 Set 3 sounds) Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read 35 sounds (4 double consonants) Read Green Storybooks	Read 69 sounds (22 Set 3 sounds) Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer term	Read 41 sounds (first 6 Set 2 sounds) Read Green Storybooks	Read 75 sounds (all Set 3 sounds and additional graphemes) Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

Learning Journey

At Badsley, we recognise that writing is a complex process that needs to be broken down into stages and taught explicitly.

Below is an outline of the different components in our writing journey:

Reading in Y2 and KS2

The vast majority of pupils in KS2 are taught reading within their whole-class setting. Only pupils who are still accessing the Read Write Inc have a different reading diet. Pupils in KS1 who have completed the RWI programme are also taught through a whole class reading approach.

Texts for whole class reading have been carefully selected using the following criteria:

- Lexile levels appropriate to age of pupils
- Age-appropriate interest levels
- Range of reading genre as detailed in the National Curriculum e.g myths, stories from other cultures, modern fiction and diversity etc
- Pupil and staff voice – short page turners and longer novels

We believe that our pupils deserve and need to read high-quality texts. Therefore, wherever possible, whole texts will be taught using hard copies of the books. Extracts will only be used where really necessary.

Planning to the National Curriculum objectives ensures progression of skills and knowledge in the teaching of word reading, fluency and comprehension.

Unit and lesson guidance has been developed which outlines the structure of the reading session over the course of the lesson, the week and the whole unit. Teachers are provided with a model PPT, to which they add the detail of each part of the lesson. This ensures consistency across year groups and progression across the key stage.

In KS2, the reading session is 45 minutes long. In this time, pupils build a mental model by activating prior learning and experiences, they explore the vocabulary they will need for that lesson, read a chosen section of the text (Teacher reading, choral reading, echo reading, partner reading or independent reading) and develop oral and written comprehension skills. The structure of the lessons over the length of the unit allows plenty of time for teachers and pupils to discuss the texts more widely.

Developing Fluency

Fluency is progressive. As texts increase in complexity, so pupils will need practise to become more fluent, reading with prosody and automaticity. Pupils are taught to become fluent through:

Echo reading – the teacher explicitly models how short sections of the text should be read. Pupils read the section back to the teacher in exactly the same way. This supports pupils to read with prosody and develop their understanding of vocabulary and events.

Re-reading – time is planned into the weekly structure for pupils to re-read specific passages of text. This repetition enables pupils to build their automaticity and pace, thereby also supporting their comprehension skills.

Fluency building activities are built into the lesson, as the teacher deems necessary. They can also be used by class teachers at other points during the day. These include: learning and performing songs and poems, displaying subtitles on films etc, word ladders and Wordo.

Text Maps

As a staff, we have developed text maps for whole class reading in Y2 and KS2. The maps ensure a range of reading, as depicted in the National Curriculum. The text maps are evaluated on a termly basis and tweaks made to the unit length and book titles, as necessary.

Cross Curricular Reading

We invest in the Schools Library Service from which all teachers borrow non-fiction texts to support the class topic. These texts are made available for research and interest in the class reading area. The school library non-fiction stock is organised by subject, and subject leaders are responsible for keeping these books up to date, relevant and organised.

Many of the Oxford Owl resources for curriculum areas are reading based, which means that teachers are able to continue the principles of the reading lesson, when reading across the curriculum: teachers read the text to pupils and pupils read the texts by themselves or with a partner. Pupils who find reading difficult are supported by carefully adapted texts and by the classroom team.

Topic vocabulary is displayed in the classroom and is practised in wider contexts.

Assessment

Teachers informally assess pupils' reading and understanding throughout the lesson. Quizzes are built into the weekly lesson structure, allowing pupils to demonstrate what they have learned and teachers to use that information to plan subsequent lessons.

Pupils are assessed each half term, using an NTS reading test. This assesses pupils' word reading, comprehension and vocabulary. It produces a norm referenced standardised score, which is used to measure progress. It also provides question analysis information which supports the teacher to plan interventions or specific teaching focuses.

Reading for pleasure

We believe that the key to pupils choosing to read and to becoming lifelong readers lies in them developing a love of reading from the earliest age. We believe in inspiring children to read through:

- Providing high quality texts that engage and enthrall
- Ensuring that texts reflect the cultures, beliefs and family dynamics of our diverse community.
- Ensuring children see themselves represented in the books and poems that they read and that gender stereotypes are challenged.
- Developing a culture of 'book talk' through planned and incidental activities including book recommendations and in-depth discussions.
- Creating a reading environment that celebrates books and poems and provides opportunities for pupils to choose how and where they will read.
- Prioritising reading aloud to pupils, whatever their age.
- Providing engaging texts for pupils to read at home.

- Teachers having a thorough knowledge of children's reading practices and preferences so that they can recommend books that will inspire.
- Teachers having a thorough, and ever-increasing, knowledge of children's literature including new authors and award winners as well as classics/well-known texts so that they can recommend titles and authors that will inspire.

The Core Collection

There is a Core Collection of texts in place for each year group. This collection is made up of key stories, poems and rhymes that we believe children should have read and re-read to them, on many occasions, so that they become very familiar with them. The texts have been carefully chosen because of the richness of language of them, the solid structure of rhyme and repetition (EYFS & KS1), the interest and independent reading level (KS1 & KS2), the extent to which they are suitable for reading aloud and can withstand multiple re-readings, and the degree to which they provide our children with mirrors and windows – children should see themselves represented in these texts as well as being able to read about and value the experiences of people whose lives are different to their own.

The texts are regularly reviewed and updated and staff and pupils' opinions are sought and valued in this process.

Reading Aloud

We value the importance of reading aloud to children. We know that when children are read to by a skilled adult, they are able to enjoy texts that are above their own reading level, they are immersed in rich and vibrant language and they can become engrossed in the stories of other people's and character's lives.

Teachers read aloud to children daily in EYFS and KS1, and four times a week in KS2.

Teachers plan these times to suit the needs of their children and the timetable of the day.

Read-aloud texts are chosen from the Core Collection, from the school or classroom library or from the WCR text (KS2)

Social Reading Time

Social reading time is planned for all year groups. Pupils may choose to read with a friend or by themselves. Adults read with pupils who need that support. Pupils are encouraged and supported to choose their own books or poems to read, drawing from classroom favourites, library books, SLS non-fiction texts and books from home.

Reading Areas

The school library is visited by all classes, every week. In addition, classes and groups of children can use it for additional reading for pleasure sessions, or for topic research. In the library, non-fiction books are organised by subject and sub-categories within each subject. Fiction is organised into picture books and older fiction sections. Poetry is a section on its own, as is New to Our Library. Every two weeks, a class is chosen to take responsibility for

the Recommendation Shelves. They choose and recommend the books they think others would like to read.

All pupils are expected to take care of the library and to value its importance.

Every classroom has a reading area. The class team is responsible for ensuring that the reading area is welcoming and that books are easy to choose. Shelves should not be overcrowded; books should be forward facing and every book should be there for a reason. Pupils should also start to take responsibility for the organisation of their class reading area.

Communal reading areas are found in the corridors and intervention bases throughout school. The reading lead regularly updates displays outside the library, in the Y6 connecting corridor and outside the Community Room. Class teams are responsible for updating the displays outside classrooms and in other shared areas. Pupils are strongly encouraged to borrow from these displays. New displays and titles are introduced to the whole school during virtual assemblies, every other week.

Outdoor book sheds are placed on each playground, allowing pupils to read for pleasure during their breaks.

Reading at Home

Whilst learning to decode, pupils take home an exactly matched, phonically decodable book, every week. This is a RWI Book Bag Book which is linked to the text they have been reading in their reading group. As pupils complete RWI and through KS2, they take home a book that they can read by themselves. In addition, pupils are encouraged to take home a book of their choice to read for pleasure. For younger or less confident readers, this will be a book for adults to read to them.

Wider opportunities

Throughout the year, we invite visitors in to school to read to children. These can include Governors, the local Library Service and visiting authors. We participate in virtual author events and always have a visiting poet (virtual) for our poetry week. Reading features in school themes such as Careers Week, Black History Month and Anti-bullying week. Classes often pair up for these events and reading with each other is a big part of this, Reading Ambassadors have been appointed to promote reading and inspire and encourage other pupils to read for pleasure.

Information for Parents

As children start school, parents are given information about Read Write Inc, how we teach reading and how they can support their child. We use the RWI online films to support parents with different aspects of their child's reading.

Parents are invited in to library sessions and are encouraged to share in themed weeks and events through regular posts on ClassDojo. Year Group newsletters include regular updates about what children are reading in class.

Parents are kept informed of their child's progress and attainment in reading by the class teacher.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in the school's SEND policy.

Pupils who need the most support in reading

In KS2, some pupils are still learning to decode. These children will access the RWI reading programme during the whole class reading session. It is appropriate for some children to join lessons in KS1, but the majority of children still at this stage in Y3-6, are taught in groups within KS2. Fast Track Tutoring and the Fresh Start element of RWI enable pupils to catch up with where they should be as quickly as possible. Pupils are assessed every two weeks and their progress is carefully monitored.

As children complete the reading programme, they integrate into the whole-class lesson and are supported in various ways. These include:

- Working with a teaching assistant
- Being strategically partnered with another child
- Having the text read to them
- Being supported to answer questions orally, rather than in writing.
- Where writing is necessary, pupils are supported by a teaching assistant
- Having short pre-lesson familiarisation sessions
- Re-reading after the lesson

Children may also require targeted interventions e.g. Herts for Reading Fluency Intervention, at different stages, to prevent them from falling behind.

Formative assessment within the lesson is used alongside the more summative, regular assessments (RWI and NTS) to identify children who are behind or are at risk of falling behind. Teachers use this information to plan specific, targeted interventions for individuals and groups of pupils.

Pupils identified as being in the lowest 20% of their class cohort are targeted for additional daily reading. Pupils who are just outside the lowest 20% but are still at risk, read an extra 3 times per week. Pupils read a familiar book during these interventions, in order to build fluency and automaticity.

Class teachers are responsible for identifying the lowest 20% of readers in their class. The reading and phonics leads have an overview of these pupils and monitor the progress of cohorts and of individual pupils.

Year group leaders oversee the intervention timetabling and evaluation for their year group. We recognise that every class is different and the dynamics may vary from day to day. Therefore, teachers have flexibility to plan when interventions take place for their class, throughout the week. The reading lead, phonics lead and SENCos monitor the delivery and impact of these interventions.

6. Monitoring Arrangements

The headteacher and the Reading Leader monitor the curriculum to ensure it meets the needs of our pupils.

We monitor the curriculum using a variety of methods including:

- Pupil voice
- Staff voice
- Parent Voice
- Learning walks
- Lesson visits/ drop ins
- Book scrutinies
- Data analysis
- External evaluation

7. Links with other policies

- EYFS Policy
- SEND Policy
- EAL Policy

Additional websites:

National Curriculum 2014: <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Ruth Miskin (RWI): <https://www.ruthmiskin.com/>