

THOMAS A BECKET JUNIOR SCHOOL



READING POLICY

Thomas a Becket Junior School

Reading Policy

'Only when all children are in a book-loving environment will they achieve literacy, yes, but a lot more: a confidence in handling abstract ideas, an understanding of a multiplicity of viewpoint and the complexity and diversity of human interaction that comes through reading widely and often.'

Michael Rosen

Intent

At TAB Junior School, we recognise and understand that if our children are to grow up to thrive both academically and in life generally, being proficient in reading is key. As such, the teaching of reading is a priority throughout our school, our intent being to ensure that all children leave TAB as competent and confident readers who have developed a love for the English language and its literature. To this end, not only do we work to ensure that all children acquire and master the necessary knowledge and skills needed in order to be able to read proficiently, we also strive to foster a genuine lifelong love for and enjoyment of reading in all of our pupils.

Implementation

The teaching of phonics

Our children's journey to becoming fluent, proficient readers starts in the early years and in key stage 1 (KS1) at our main feeder school where a bespoke phonics programme (along with Little Wandle reading books) is implemented to support decoding. This bespoke phonics programme from the infant school is broken into phases and sets in order to allow the children to build their knowledge of graphemes and phonemes gradually. Daily sessions are planned using a 'visit and review/teach and practise/apply' cycle which incorporates children practising the pronunciation of the phoneme being learnt, correlating the corresponding grapheme(s) with a picture, catchphrase and action, followed by opportunities for oral blending, blending and segmenting words. For further specific information regarding TAB Infant School's bespoke phonics programme, please see the video on their website:
<https://www.tabinfant.org.uk/phonics>.

Children who still require phonics teaching in year 3 onwards are taught phonics daily and are directed to read books which are carefully matched to their phonic ability. In addition, outside of these sessions, they read regularly with an adult in order to support their progress. Resources familiar to them from KS1, such as common exception (tricky) words, grapheme-phoneme correspondence mats and topic words are available to support the children during lessons.

Developing confident and competent readers

As children enter TAB Junior and become more confident readers, they progress to increasingly challenging texts and teachers use a wide range of teaching strategies to challenge all children and to

ensure that they make progress. In KS2, children who still require support use phonic-based books to ensure that they continue to make good progress, alongside having continual access to age-appropriate texts. Teachers use whole-class texts (alongside children's individual reading) as a basis for much of their teaching, to ensure that children are exposed to high quality texts with sophisticated vocabulary. In addition, each class has a 'class reader', i.e. a book that is read aloud together for pleasure.

We recognise the vital importance of children developing good reading habits at home and we encourage parents to take an active role in helping their children to develop the knowledge and skills required to become a competent reader.

Children are expected to read at least five times a week. In years 3 and 4, we provide each child with a reading record to document their reading. Teachers are able to keep track of children's reading through this. For children in upper KS2 (years 5 and 6), we have developed reading homework tasks which the children undertake every other week. This is an opportunity for our children to showcase their reading skills in a more independent way as they progress through the school.

We also recognise that the enjoyment and the love of reading underpin children making progress and we enable this in a variety of ways:

- Class reading
- Library use
- Book clubs
- Author visits
- World Book Day celebrations
- Weekly reading awards
- Pupil voice
- Reading workshops
- Whole class reading lessons
- Theatre groups
- Reading recommendations
- 1:1 reading
- Independent reading

Our approach to teaching reading comprehension

We recognise that the fundamental goal of teaching reading is to enable children to comprehend written texts. In order to be able to do this, children need to become proficient in both word reading and language comprehension. However, we also acknowledge that these skills are underpinned by a foundation of knowledge and skills and that these components build on one another as children learn to read. The table below summarises these elements.

Reading comprehension					
Word reading			Language comprehension		
Decoding	Full word recognition	Fluency	Inferring	Comprehension monitoring	Text structure
Phonological awareness	Print knowledge	Grammar and syntax		Vocabulary	

Adapted from Hogan, Bridges, Justice and Cain (2011); cited in 'Improving Literacy in KS2', EEF (2021)

To this end, our approach to teaching reading at TAB Junior is structured in a way designed to support the development of these various aspects.

In years 3, 4 and 5, reading is taught primarily through focussed reading workshops. During these sessions, the children work in groups with others who have similar learning needs. The workshops are organised in sequences of six lessons according to the following structure:

- Each session begins with a whole-class input. The input aims to develop the children's knowledge and understanding of one or more elements of reading comprehension through the exploration of a key text.
- The whole-class input is followed by a range of learning activities which the children rotate through over the course of the six lessons. These are organised as follows:
 - Reading with the class teacher and class LSA - this allows for focused development of any aspect of comprehension, though it is especially valuable for helping to develop children's reading fluency through a range of various strategies.
 - Independent activities - these activities are carefully planned in order to develop any aspect of comprehension, but predominantly children's knowledge and skills in being able to infer, monitor comprehension and analyse text structure.

For pupils in year 6, reading lessons are structured to support the progression in reading comprehension as a whole class. We use the acronym 'VIPERS' to explicitly teach the knowledge and skills required for the children to develop into proficient, confident and critical readers.

- Vocabulary
- Interpretation/inference
- Prediction
- Explanation
- Retrieval
- Summarising

TAB library and class book corners

At Thomas a Becket Junior, we are incredibly lucky to have a wonderful, well-resourced library. Children have a timetabled library session every week and this time is used to enjoy reading, share books with others and recommend new texts and authors. The children have the opportunity to read to our school guinea pigs, Wendy and Wilma, which they love. For many library sessions, our dedicated LSA, who runs the library, is also on hand to provide new book choices and support children with finding a book that they will enjoy. Adults are always available to support children to select a book at their personal reading level. The school works in partnership with West Sussex Schools' Library Service, who regularly provide new books to make sure that our library is stocked with up-to-date books.

Each classroom has a purpose-built, inviting book corner where children are given opportunities to choose books and use the space to enjoy a range of texts. The corners are clearly organised so that children can easily access varying texts of their choosing. Each term, teachers reorganise their book corners so that there are relevant books linked to the particular topic or subject focus that the class is learning at that time.

The assessment of reading

All children are assessed at regular intervals through the school year to ensure consistent and accurate recording and monitoring of their reading progress. The use of assessment allows both teachers and children to understand where they are currently, how they are progressing and what they need to do to improve further. Teachers make formative assessments constantly (across the curriculum areas). In reading lessons, teachers and LSAs work with children and provide feedback (verbally and in writing) to support children.

As well as regular formative assessments, we use summative assessments to provide teachers with a detailed picture of children's reading, standardised against other pupils nationally. In years 3, 4 and 5, the children undertake NFER reading tests every term (3 times a year). Once the children enter year 6, they complete past end-of-KS2 statutory tests (often known as SATs) in order to provide information for teachers to be able to plan, adapt lessons and provide support where needed.

In May, children in year 6 are required to complete the KS2 statutory tests in grammar, punctuation and spelling (GPS), reading and maths.

SEND support

Children who, despite varied efforts and approaches, do not make expected progress in reading are supported in many different ways, according to their individual needs. We run a range of different reading intervention groups depending on children's needs. Children who require extra support may undertake daily 1:1 reading, small group reading or reading support in class. These children may undertake reading tests at their personal academic level rather than the year group-specific tests. We may use resources such as coloured overlays, coloured paper, dyslexic-friendly books to support learning.

Equality and diversity in reading

At TAB Junior School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

We plan the books and stories we use across the school so that they reflect diverse Britain. We have recently updated our library to include and celebrate more diverse books for our children to read.

Roles and responsibilities

The English subject leaders are responsible for:

- Ensuring staff are familiar with the reading policy document
- Reviewing any change to the National Curriculum and advising teachers on their implementation
- Monitoring the teaching and learning of reading and providing support for staff where necessary
- Ensuring continuity and progression from year group to year group
- Encouraging all staff to provide effective learning opportunities for pupils
- Supporting colleagues to develop their expertise in reading
- Organising the deployment of resources and carrying out an annual audit
- Communicating developments in the subject to all teaching staff and senior leadership team (SLT) as appropriate
- Organising, providing and monitoring CPD opportunities in reading and writing skills.
- Leading CPD meetings and providing staff with the appropriate training
- Ensuring common standards are met for recording and assessing pupil performance
- Alongside the headteacher and SLT, evaluate assessment data and set new priorities for the development of reading in subsequent years.
- Advising on the contribution of reading in other curriculum areas, including cross-curricular and extra-curricular activities.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy
- Ensuring progression of pupils' reading skills, with due regard to the national curriculum
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum
- Liaising with the subject leader about key topics, resources and support for individual pupils
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents

- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT
- Undertaking any training that is necessary in order to effectively teach reading

The inclusion team is responsible for:

- Organising and providing training for staff regarding the reading curriculum for pupils with special educational needs and disabilities (SEND)
- Advising staff how best to support pupils' needs
- Advising staff on the inclusion of reading targets in pupils' individual education plans (PLPs)
- Advising staff on the use of LSAs in order to meet pupils' needs
- The use of diagnostic tools to identify areas of need in order to target more personalised support (e.g. FFT reading analysis tool and GL Assessment)
- Assessing and organising provision for any phonics intervention that is required, this includes training requirements for LSAs

Parents/carers are responsible for:

- Encouraging and enabling their child to read at least five times a week for ten minutes or more
- Making notes in the reading record (years 3/4) and supporting their child to complete reading journals/homework (years 5 and 6)
- Promoting an interest and love in literature, for example by initiating the sharing of a book or taking their child to the public library (see appendix 1)
- Supporting their child's development by
 - talking about links between the book being read and real life in order to develop understanding of ideas, concepts and vocabulary (e.g. while reading about Cinderella going to the ball, a parent/carer might discuss the similarities between a ball and birthday party)
 - asking a range of questions about the book they are reading together (see appendix 2)
 - asking them to either summarise what has happened in the book or story so far, and to predict what will happen next
 - reading (aloud) and discussing books which might otherwise be beyond their child's independent capabilities (e.g. reading a novel with more complex themes and vocabulary)

Children are responsible for:

- Showing initiative by taking responsibility for reading at home at least five times a week for ten minutes or more
- Seeking help and support from adults with their reading (in school or at home)
- Ensuring that reading records (years 3/4) and reading journals/homework (years 5/6) are brought in to school as required

Impact of our reading curriculum

Whilst the foundation of our curriculum ensures that as many children as possible are supported to reach their full academic potential, the impact of our curriculum is far more wide-reaching. We firmly

believe that our provision fosters a true love of reading in all children, affording them opportunities to immerse themselves in other worlds, experience the magic of storytelling and quench their curiosity. We hope that the impact of our reading curriculum is evident from the moment you walk through the door.

*'Books teach children to see the world through the eyes
of others and empathise with others. It's about the story.'*

Malorie Blackman

Appendix 1

Books, information, life-long learning and free internet and Wi-Fi can be found in all West Sussex public libraries. What's more, membership is *free* and children are able to borrow up to twenty books at a time! Enrol your child today by clicking [here](#) (accessed January 2024).

Appendix 2

Questions for parents/carers to support conversations with children about their reading

<p><u>Recall questions</u></p> <ul style="list-style-type: none"> ● Where does the story take place? ● When did the story take place? ● What did s/he/it look like? ● Who was s/he/it? ● Where did s/he/it live? ● Who are the main characters in the book? ● Where in the book would you find...? 	<p><u>Simple comprehension questions</u></p> <ul style="list-style-type: none"> ● What do you think is happening here? ● What happened in the story? ● What might this mean? ● Through whose eyes is the story told? ● Which part of the story best describes the setting? ● What words and/or phrases do this? ● What part of the story do you like the best?
<p><u>Application questions</u></p> <ul style="list-style-type: none"> ● Can you think of another story which has a similar theme? (E.g. good over evil; weak over strong; or wise over foolish) ● Do you know of another story which deals with similar issues? ● Which other author handles time in this way? (E.g. flashbacks, dreams etc.) ● Which stories have openings like this? 	<p><u>Analytical questions</u></p> <ul style="list-style-type: none"> ● What makes you think that? ● What words give you that impression? ● How do you feel about? ● Can you explain why? ● What might the author have intended by...? ● Why do you think the author decided to...? ● What do these words mean and why do you think the author chose them? ● Has the author used specific language to make this character funny? ● Why do you think the author chose this setting?
<p><u>Questions requiring synthesis</u></p> <ul style="list-style-type: none"> ● What is your opinion? What evidence do you have to support your view? ● Using all the evidence available, can you tell me what you feel about...? ● Given what you know about...what do you think? ● How would the views put across in this text affect your views on...? ● What would this character think about...? (possibly a present day issue) 	<p><u>Evaluation questions</u></p> <ul style="list-style-type: none"> ● What makes this a successful story? ● What opinion do you have to justify your opinion? ● Does it work? ● Could it be better? How? ● Is it as good as...? ● How is it similar to...? ● How is it different to...? ● Is it as good as...? ● Which is better and why?