



Beaumont Primary School

Reading Policy



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Rationale

At Beaumont Primary School we know that the ability to read is fundamental to pupils' development as independent learners both within their time at the school and life beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum therefore, as expected, is given high priority at Beaumont Primary School.

At Beaumont Primary School we provide children with numerous opportunities to ensure children develop a love of reading for pleasure – see below.

Intent

As a school we are committed to:

- Ensuring children gain a love of reading through carefully selected books and texts which link to topics. This ensures children are equipped with the vocabulary and communication that is required in the modern world,
- Ensuring pupils make progress in their reading skills including decoding, accuracy, fluency, understanding and responding to texts,
- Ensuring children are aware of their own progress and development as a reader through feedback in lessons,
- Ensuring children have access to a wide variety of genres of texts and are signposted to recommended texts,
- Creating a positive reading culture where children enjoy reading, want to read regular and are keen to discuss their reading,
- Encouraging reading outside of the classroom through forging links between home and school,
- Ensuring children have an interest in vocabulary they encounter through reading and promote a climate where vocabulary is encouragingly shared.

Implementation

CURRICULUM CONTENT

The National Curriculum Programme of Study provides the detailed framework for implementing the statutory requirements for reading in school. The following guidance is followed to ensure progression and a cohesive approach in the teaching and learning of reading at Beaumont Primary School.



EARLY READING

In Reception, staff teach children to read systematically by using synthetic phonics (see below) and books that match the children's phonic knowledge. Staff develop children's love of reading through reading aloud and telling stories and rhymes and immersion in books through the other areas of learning. There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.

The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.

At Beaumont, we read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.

PHONICS

Phonics teaching must be consistent, well-structured and multi-sensory. All children will be taught using a validated, systematic phonic programme – Bug Club Phonics. This is a progressive phonic scheme that we implement from Reception class. Children are grouped according to which phase they are working within. Those children who have not successfully completed all phases by the end of Key Stage One will be taught at Key Stage Two within focused intervention groups. Assessments take place every term in order to track progress, identify children who need further support and identify gaps in learning for specific groups of children.

ENTITLEMENT

Reading is a fundamental part of the learning experience at Beaumont and the pupils are given a variety of reading opportunities, including:

- Whole Class Reading (Domain Dogs),
- ERIC time (Everybody Reading in Class),
- Famous 5 spine and a poetry spine for every class
- Regular independent reading,
- Home/school reading,
- Hearing texts read aloud on a regular basis,
- Timetabled whole class allocations for use of the school library,
- Cross curricular reading,
- Termly reading buddy scheme,
- 2x weekly library lunch time club
- A wide range of books, genres and texts available to them.



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Much of the programme of study is taught through English lessons and daily reading sessions. There is time set aside for ERIC time, using the library, listening to whole class stories and research linked to other subjects.

TEACHING OF READING

Teachers plan for a variety of reading opportunities:

WHOLE CLASS READING

Teachers regularly assume the role of expert reader, modelling the reading process to the whole class and providing a high level of support. As part of the reading sessions, children learn about the reading strands and how to understand a text in different ways.

The sequence of lessons involve five concepts to build up a good understanding:

Session 1: Pleasure for reading/ research to text/hook to the reading domain

Session 2: Introduction to domain of the week and complete a whole class activity

Session 3: Teacher models domain skill through an activity and children practice

Session 4: Independent activity using the skills required for that domain

Session 5: Address any misconceptions from the week/independent activities

Please Note: This may differ on occasions to ensure the needs of the class are met.

The Pawsome Gang is used to engage readers (see Appendix 2).

Each class has a set text assigned to them for a term linked to their topic. Where appropriate, high quality texts are used as a stimulus for writing.

As pupils progress through school, they work towards developing comprehension skills. Planning is a working document whereby the teacher notes specific areas of achievement and deciphers next steps in learning. Everyone has the same planning reading format except for Reception and Year 1.

During these sessions, some children may participate in activities which may include: Role play, independent reading, and independent comprehension activity (Using 'Cracking Comprehension').

INDEPENDENT READING

In Key Stage One, children regularly read with an adult in school using books from an appropriate book band. Our primary scheme, Bug Club Phonics, is used effectively to support the phonic undertaken in school. This is also complemented by a variety of different phonic books and story books.

In Key Stage Two, pupils take responsibility for selecting and reading a variety of texts including fiction, non-fiction and poetry from the school reading scheme (See Bug Club Phonics reading ladder) and class libraries. Pupils are able to read these texts independently and comprehend them with little or no teacher/adult support yet provide appropriate challenge. Each half term, teachers assess the



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reading ability of all children within the class to ensure they are reading from the correct book band and review. In addition, teachers conduct reading conferences to discuss texts read and also children's opinions of reading for pleasure. When reading with an adult, comments are noted within individual reading records.

ASSESSMENT

Children are assessed in line with the school's Assessment, Marking and Feedback policy. Year 1 children are assessed against the Government's Phonics Screening Test. Years 2 and 6 complete previous SATs papers throughout the year as appropriate and complete SATs in the summer term. Years 3-5 complete formal reading assessments at the three formal checkpoints during the year (Autumn, Spring and Summer) using NFER Assessment materials. At the start of every term, fluency reading assessments are carried out and the lowest 20% readers are tracked and monitored. Members of the SLT moderate reading levels across school at regular intervals.

READING INTERVENTION

Those children requiring extra support in reading participate in additional sessions to close gaps. Support can range from extra 1:1 reading sessions, Toe by Toe, and other recommended provisions. Progress is monitored and evaluated half termly and recorded in provision mapping files.

READING AT HOME

The teaching of reading is further helped when there is a strong communication and support between home and school. Each child has a reading record where reading both in and out of school is noted. Children are given a reading book/ phonic book (YR, Y1, Y2 and Y3 if required) and a book to share. Children are rewarded with 5 Dojos when they read 5 times per week with their parents. During parent consultation evenings, reading progress and next steps are shared with parents/carers and concerns discussed. In addition, book recommendations and spellings lists are provided for parents/carers to consolidate learning. Information is shared with parents at key points in the year to promote reading – e.g. World Book Day and National Poetry Day. The Summer Reading Challenge led by the School Library Service is supported in school each year.

READING FOR PLEASURE

At Beaumont Primary School, it is essential that all adults in school are role models for children with regards to reading. Teachers promote a love of reading through the following:

- Reading buddy scheme – children from classes across school pair up to share a story
- Independent ERIC time – during the school week, time is allocated for whole class independent reading including all adults



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- Book recommendations – teachers continually keep up-to-date with new authors/recommended reads through Twitter, English Subject Lead and CPD.
- Recommended reads distributed to parents
- BedTime Box Reward given in celebration assembly, each week, for a child in each class who has shown dedication to their reading that week
- Inviting class libraries
- 2x library clubs at lunch time ran by trained Year 6 librarians
- Reading clubs such as book and a biscuit

Impact

Beaumont Children will be readers who:

- love reading and become lifelong, fluent readers,
- use and understand a variety of vocabulary,
- share stories, poetry and rhyme in front of audiences,
- make good or better than expected progress,
- have parental support to enable their children to become readers,
- have teachers who provide a wealth of reading opportunities,
- enjoy thriving in a reading school.



Appendix 1

KS1

Table 2: Content domain relating to questions

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

KS2

Table 2: Content domain relating to questions

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text



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Pawsome Gang

The Totally Pawsome Gang

Vocabulary Victor

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.

Rex Retriever

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.

Summarising Sheba

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

Inference Iggy

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

Predicting Pip

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.

Cassie the Commentator

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?

Arlo the Author

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how the words/phrases that have been used add to the meaning of the text.

Please Note: In KS1 Summarising Sheba is Sequencing Suki

Sequencing Suki likes everything in order! She will help you sequence the events in a text.

FLUENCY

Fluency is the ability to read a text accurately, quickly and with expression. Reading fluency is important because it provides a bridge between word recognition and comprehension.



Fluency Flo is there to help you become a story teller. She helps you to develop your pace when reading, your volume, your awareness of punctuation and your smoothness when reading too!

Are you an expressive reader?

Do you read at an appropriate speed?

What can you do to develop your fluency skills?