



Reading at The Bishops' School

The Vision

At The Bishops' School we are passionate about helping all children to develop the gift of reading. We know that reading opens up a world of opportunity and confidence. By the time our children leave us, we strive for them to read confidently across the curriculum for pleasure, research and to feed their curiosity. We are committed to sharing our love of reading with the whole school community. This vision for a community of readers supports our wider curriculum vision that:

'A curriculum for the 21st century will reflect an understanding and acknowledgement of the changing nature of young people as learners and the challenges and demands that will continue to shape their learning in the future. Young people will need a wide and adaptive set of skills to meet the changing expectations of society and to contribute to the creation of a more productive, sustainable and just society.' (ACARA, University of Melbourne. 2009)

Reading is not just an
escape. It is access to a
better way of life.

Karin Slaughter
PICTUREQUOTES.com

Intent

The English curriculum at The Bishops' Primary School has been shaped by the principles outlined in the National Curriculum and we aim to provide a high-quality English education which develops children's ability to listen, speak, read and write for a wide range of purposes and audiences. As a school, we want all children to 'learn deeply' and 'let their light shine' and therefore we see the National Curriculum as forming only the starting point in the pursuit of our goal of allowing our children to 'live fully'. We have high aspirations for all our children that, by the end of their primary education, they are able to read fluently, and with confidence, across the curriculum.

We intend for all our children to:

- Develop a life-long passion for reading and books both at school and at home
- Develop their fluency and comprehension in reading through a progressive curriculum and reading scheme
- To have a secure grasp of phonological awareness
- Be given high quality and consistent phonics teaching to enable them to use synthetic phonics as a primary strategy for reading
- Be immersed in a wide variety of texts to develop their cultural capital and familiarity with different genres
- Be challenged through skilful questioning and discussion alongside exposure to a wide variety of authors
- Develop their vocabulary through access to high quality texts and discussion

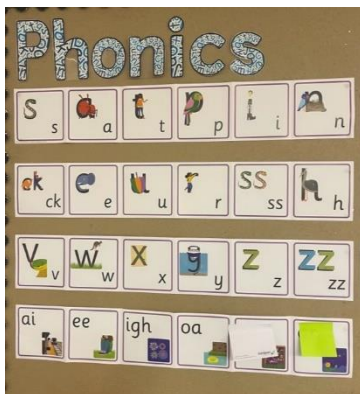
We are supportive of all members of our school community, including those who find reading a challenge.

In summary, we aspire to deliver a rich and varied curriculum that enables pupils to develop into confident, literate and articulate members of the community who have a positive impact on the world around them.

Implementation

At The Bishops' School, our English curriculum outlines the progressive reading strands:

- Word reading
- Listening
- Fluency
- Discussion
- Becoming a reader
- Becoming a researcher
- Reading comprehension



Phonics

We deliver consistent, systematic, progressive and high quality phonics teaching from the start of EYFS. As a school, we follow Essential Letters and Sounds as our phonics scheme. Please see our Phonics Policy for further details including the development of phonological awareness.

Story Time

We recognise the value of reading to children and this dedicated time allows our children to experience and enjoy high-quality literature. This time allows us to share a love of reading and exposes children to texts they might not choose independently. We use a variety of picture books, poetry, longer fiction and non-fiction to mirror the wider world of literature. Where opportunities arise, we encourage comprehension and discussion. Sustained listening skills are also developed.

Whole Class Reading

As part of each English unit, we teach a Whole Class Reading lesson. These lessons start in Year 1 and continue through to Year 6. Within each session, there are opportunities for all children to read, developing fluency and expression. Each session is carefully planned to develop the varied elements of comprehension, for example; vocabulary, inference, prediction and retrieval.

Reading across the Curriculum

When planning an English unit, teachers carefully select a focus text (see Reading Spines). These texts are used to exemplify features of the genre.

Teachers sometimes apply echo and choral reading across the curriculum. They are effective strategies to develop fluency, expression, use of punctuation and confidence.

Tier 2 and 3 vocabulary is identified, taught and discussed through a range of texts and subjects. Pupils may be challenged to apply these words into their independent writing.

Hearing Children Read



When hearing children read, we develop comprehension through careful questioning and discussion. We also develop fluency and expression.

Children in EYFS and Key Stage 1 read to a member of staff each week. All of the reading books are carefully selected to appropriately align with phonic teaching and individual levels.

In Lower Key Stage 2, children read to a member of staff once a fortnight. This may be their levelled reading book (Accelerated Reader) or a carefully selected text for a group read.

Children in Upper Key Stage 2 read to a member of staff at least once every three weeks. Again, this may be their levelled reading book (Accelerated Reader) or a carefully selected text for a group read.

In addition, each class has a group of 'regular readers' who read to staff more frequently in order to close an attainment gap or work on specific challenges.

Accelerated Reader

Children in Key Stage 2 complete a Star Reading Assessment four times a year. This provides teachers with a suggested level of books, areas of strength and areas for development. Teachers use this, alongside their professional judgement, to give each child a ZPD. They use this to select an appropriate reading book.

Children are encouraged to complete an Accelerated Reader quiz within 24 hours of completing a reading book. These results feed into teachers' conversations with pupils about their next book choice.

Additional Support for Readers

As part of our teaching and assessment process, we carefully identify children who may require further support in reading.

In Key Stage 1, phonics interventions (Essential Letters and Sounds) are used to develop grapheme/phoneme correspondence, oral segmenting and blending and blending to read.

In Lower Key Stage 2, selected children can attend Reading Club before school. This aims to provide a love and confidence for reading and to get their oral reading fluency level high enough to aid deeper comprehension.

Where children are showing dyslexic tendencies and significant difficulties with phonological awareness, DyslexiKit may be used as a structured programme

Home Reading

From their earliest starting points at The Bishops' School, our children are encouraged to develop good home-school reading routines in order to consolidate reading progress and involve parents/carers in their own child's reading. Prior to starting at the school, each child is given a new picture book to take home and share with their adult. Reading training is given to EYFS and KS1 parents to help their confidence in supporting their child's reading journey. This includes; how to foster a love of reading, how to develop phonological awareness and phonics for reading and how to develop comprehension, fluency and expression.



Phonics Logs (EYFS and KS1) and Reading Records are used to support and communicate reading at home and in school.



Name: _____

Parents are encouraged to read with their children throughout their time at The Bishops' School. Reading at home is celebrated through house points and reading certificates. We suggest developing good reading habits, including the sharing of a bedtime story. In EYFS and KS1, we host an exciting event called 'Bedtime Stories' where children












and their families are invited back into school for an evening of stories and songs. Each week, we also send home a Bedtime Story Sack full of high-quality texts for a child to share with their family.

To develop reading engagement at home, all year groups have a termly reading challenge. Through these challenges, children are encouraged to have a varied reading diet, have book discussions and engage with books creatively. Completion of these challenges is celebrated in class.

YEAR 2 SILVER READING CHALLENGE

Welcome to your Year 2 Silver Reading Challenge. These challenges are for you to complete during the school term. Each time one is completed, get your adult to sign it. When they are all completed, bring your sheet back in and we can celebrate with your class!

Write a book review for a book that you have read  Signed _____	Read a book that is set in the past  Signed _____	Pick one of your favourite story books. Tell (or read) the story to someone using the pictures to help  Signed _____
Have a bedtime story with a book that you have never heard before  Signed _____	Read a joke book. Tell someone your favourite joke  Signed _____	Share a book by Roald Dahl  Signed _____
Use an information book to learn 5 interesting facts  Signed _____	Read your school reading book 5 days in a row  Signed _____	Share one of your Year 2 Recommended Reads  Signed _____
Share a comic strip story  Signed _____	Read a book with a one word title  Signed _____	Use an atlas or a map to learn the names of 10 countries  Signed _____

Celebrating Reading

We raise the profile of being a reader through awarding Star Reader badges to individual children each term. One child from each class has a reading behaviour identified and celebrated in a special whole school assembly.



We celebrate special events, such as World Book Day. The focus for this changes each year. Other events have included; Get Caught Reading competitions, book fayres and visiting authors.

Reading Environment

Children regularly visit our beautiful Grade II listed school library. In our library, we ensure that we have a range of high-quality literature, including; poetry, picture books (for all ages), fiction, classics and non-fiction. Key Stage 2's Accelerated Reader books are kept here. Children are encouraged to take home one reading book and one library book each week. They do not quiz on this library book, it is to develop their love of reading.

Each class has a reading area with recommended reads alongside other high-quality fiction and non-fiction texts. Some year groups have appropriate magazines too.

Continual Professional Development

English leaders attend a termly subject leader update. This information is then disseminated to the other leaders and staff.

Regular English based staff meetings give the opportunity to share good practise, develop confidence and keep up-to-date with current policy and practice.

Termly English based LSA meetings ensure support staff are able to effectively support the teaching of reading and English.

Staff may request additional training from other courses.

Impact

-Our most recent Phonics Screening Check data show that our children achieve about national average

-By the end of Key Stage 2, our children consistently achieve above national average in reading at expected and greater depth level

-At the end of Key Stage 2, progress in reading is better than expected (between 1-2)

-At the end of Key Stage 1, the proportion of children achieving the expected level in reading is generally at or above the national average

- In addition, our children enjoy reading for pleasure and a range of purposes.

The impact of our English curriculum is measured through monitoring alongside our assessment procedures. This includes:

-Lesson observations (including learning environment)

-Book monitoring

-Discussions with teachers

-Discussions with children

-Subject leader/SLT analysis of phonics data and AR data

-Formative and summative assessment data

-Reading meetings and Performance Management meetings

Monitoring and assessment data is used to measure:

-Whether the children have a positive attitude towards reading

-How regularly the children are reading at home and at school

-The progression of learning and expectations

-The quality and range of texts being used

-Children meeting age-related expectations in every year group

-The quality and consistency of teaching

Feedback from teachers has an impact on our pupils, to encourage, to be curious and to challenge. Subsequently, learners are making progress with their reading, including EAL and SEND learners.

Monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups. Monitoring is an ongoing cycle, which is used productively to provide the best possible English curriculum for our learners.

Assessment

Work will be assessed in line with our Feedback Policy.

Teacher assessment

- Speaking and listening is teacher assessed
- Work is marked in line with the Feedback Policy
- Reading is assessed termly using a combination of assessments: Accelerated reader (KS2), Banded books, Written reading comprehension (Years 2-6) and formative teacher assessment. Reading in Foundation Stage and Year One is formatively assessed throughout the year and includes a half-termly phonics assessment (ELS).
- Teachers meet in their teams to ensure consistent levelling in their year groups and samples of work are available to the English subject leaders to ensure consistent levelling throughout the school.
- Years 2 and 6 carry out Statutory Assessments.
- Year 1 carry out the Phonics Screening Check (statutory)

Pupil assessment

In reading lessons, children are given opportunities to self and peer assess their work. We ensure children are clear about the objective and success criteria for a lesson, against which they assess work. Children can use these criteria to identify strong points and areas for development.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in the different aspects of English. We identify which pupils, or groups of pupils, are under-achieving and take steps to improve their attainment. All children are encouraged to master objectives and apply them confidently, independently and creatively in different contexts.

Throughout the school, some reading interventions take place when needed (see above).

Gifted and talented children are identified and will sometimes have targeted group sessions.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of Subject Leaders

The subject leaders, in partnership with colleagues, are responsible for improving the standards of teaching and learning in English through monitoring and evaluating;

- Pupil progress
- An appropriate and progressive English curriculum across the school
- Provision of English (including intervention and support programmes)
- The quality of the learning environment;
- Monitoring English assessment
- Taking the lead in policy development
- Purchasing and organising resources
- Keeping up to date with recent English developments

Conclusion

This policy is in line with other school policies = and therefore should be read in conjunction with the following school policies:

- English Policy
- Phonics Policy
- Teaching and Learning Policy
- Feedback Policy
- Special Educational Needs Policy
- Computing Policy
- Equal Opportunities Policy
- Gifted and talented policy
- Foundation Stage Policy