Bournmoor Primary School Reading Policy

Introduction

At Bournmoor School Primary, we believe that pupils should enjoy reading a range of fiction and non-fiction texts that allow them to explore a range of interests and topics. We work together in our school to make it a language rich environment where reading is valued. The importance of reading is a belief shared by all staff because it unlocks all of the curriculum. Therefore reading (word reading and comprehension) is imperative. The purpose is to make pupils fluent readers to support their learning in all areas of our broad and balanced curriculum. We celebrate reading progress in our school in class, through sharing good news with parents and through children achieving the 'Rockstar Reader' award in Achievement Assembly. This award was designed to promote the love of reading and acknowledge the hard work and success of pupils. As staff, we aim for consistency in our approach to reading from EYFS to Year 6 and share ideas and complete training together to achieve this.

Aims

We aim to develop children's abilities within an integrated programme of speaking and listening, reading and writing. Children are given opportunities to interrelate the requirements of English across the curriculum, their skills being consolidated and reinforced throughout. We focus on the enjoyment of reading through a range of approaches including: story time, class texts, following children's interests, school and class library time, promoting reading through our Rock Star Reader Award and highlight events such as World Book Day and Book in a Box.

Children will be taught to:

Reading

- Read with fluency, accuracy, understanding and enjoyment
- Use a wide range of reading strategies to self-monitor and correct
- To develop phonic awareness and phonic knowledge
- Use organisational features and systems to find information
- Develop comprehension skills using a range of strategies to deduce, infer and interpret information
- Appreciate a wide variety of literature, including prose, poetry and non-fiction, from all genres

Reading is taught in a variety of ways including:

- Daily phonic sessions (EYFS and KS1) using the Jolly Phonics scheme
- Individual reading with the teacher or teaching assistant using colour banded texts
- Guided reading sessions
- Whole class reading lessons e.g. poetry, comprehensions, presentations, summarising, inference and predictions skills, comparing texts etc
- Comprehension sessions (KS1 and KS2)
- Whole class novels and texts
- Online reading texts and audio books
- Cross-curricular reading opportunities in foundation lessons
- Discrete reading sessions during lessons
- Library time
- Dictation which also helps with spelling, punctuation and handwriting
- Teachers modelling and teaching good listening skills
- Teachers have quiet, calm classrooms to aid concentration and develop a love of reading for pleasure
- Reading aloud to pupils is a priority. We repeat texts to aid comprehension and to expand pupil vocabulary
- Use drama and role play with familiar stories (EYFS and KS1)
- Our focus in book corners is the quality of the texts rather than distracting displays
- Poetry for all year groups

We follow the Bug Club Reading Scheme from Pearson and we use the Jolly Phonics Scheme for our phonics lessons.

Reading in EYFS

Nursery: When children enter our nursery, they begin their preparation for phonics and reading by completing the BLAST programme. BLAST (Boosting Language Auditory Skills and Talking) works on the underpinning skills for language, communication and literacy, turn taking, discrimination, listening, attention and social communication as well as developing basic language skills. This programme lasts for six weeks and is delivered in order to prepare the children to begin the next phase of their learning. Nursery children focus on initial sounds, environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting and are given opportunities to mark make. They are taught using BLAST for the first 6 weeks then the children progress to Twinkl Phonics Phase 1 which continues the focus on speaking and listening skills including oral blending and segmenting.

Reception: Children in Reception class are taught Phase One phonics through the Jolly Phonics Scheme. Children hear, remember and acknowledge specific sounds. This helps pupils to start to learn and say the sounds in Phase Two. Pupils are then taught to blend sounds together to read words. If required to ensure all early readers are supported, staff teach using BLAST 2 for children who require further initial sounds phonics.

As pupils move towards Year 1, they learn more Phase 3 sounds and read words with more than one syllable. Children access the reading area in the Early Years provision and also go into our library to develop their love and interest in stories and books.

Key Stage One

As pupils move into Year One, they will have the opportunity to consolidate Phase Three sounds as well as progressing to Phase 4 and Phase 5 in the Jolly Phonics Scheme. Children will now be able to read polysyllabic vocabulary and recognise common suffixes. Children are taught daily phonic sessions and receive a Phonics Booklet to take home in the Spring Term in preparation for the Phonics Screening test which is taken at the end of Year One. The development of comprehension skills is a key part of Key Stage One teaching so pupils are able to fully understand what they have read.

Key Stage Two

As pupils enter Key stage Two, they should have a solid foundation of word reading and comprehension skills. They now begin to read more advanced texts to develop their prediction, inference and summarising skills. They have the opportunity to access a large selection of fiction and non-fiction texts in preparation for the SATS reading test which is taken in Year 6. For pupils requiring additional support with their reading, planned interventions are delivered to support the progress of identified children, including continued phonics sessions.

Wider Reading

- We encourage children to read as much as possible for example, books, newspapers, comics, magazines, food labels or signs when outdoors. If they are unsure of the words we ask them to "sound it out." This is also encouraged at home
- We ask parents that after reading their child's home reader, they write a comment in their reading book. This helps teachers to keep up-to-date with your child's progress
- Practise reading and spelling the key words (displayed in the classroom) as much as possible
- Children can use our school library

Reading at Home

Reading is one of the most important skills that children can develop as it is essential in everyday life. We encourage children to read as often as possible. We use the Pearson Book Club Scheme at school. These books are specifically designed to help consolidate and embed phonic knowledge. Therefore, it is important to read these books more than once as children are reading to develop fluency and accuracy. It is also essential that pupils read a wide range of different text types to encourage a love of reading. Daily reading has a huge positive impact of children's vocabulary, spelling skills confidence and creativity. We have a system set up to remind parents to bring books to school so we can ensure that children have access to their scheme reading book.

Assessment of Reading

We use end of term reading tests to provide information on groups as well as individual performance so support can be targeted and interventions amended. This provides a reading comprehension age which is useful for adapting

work and also to compare to word reading age. We also use a Word Reading test to provide a reading age which can be compared the child's chronological age. This allows us to quickly identify children in who need support to catch up with their peers. Also, this is very useful for children who join our school from other settings to assess their ability in terms of word reading. Year 2 and Year 6 complete past SAT papers to provide individual scores and also identify specific areas that need further coverage or that children are doing well in. Also, we use the phonics screening test to check on Year 1 (Y2 as required) as part of our ongoing checks.

Where and how pupils in Key Stage 2 read non-fiction texts.
We offer a wide range of texts which include fiction and non-fiction. These books are introduced in EYFS and are available up Year 6. To promote reading of non-fiction we offer a wide selection of books in our school library for children to access and enjoy. In class during lessons including history and geography for example, children access non-fiction texts, source materials and online information. When researching topics at home and at school, children use the internet. Also, our reading scheme includes non-fiction reading books which are sent home. Additionally, a large variety of non-fiction texts are available in the reading area for each class.

Support for pupils with SEND
Pupils with additional educational needs are supported in a variety of ways. They access specific targeted interventions such as additional phonic sessions, extra reading support or comprehension practice. Regular data collection from these sessions allows teachers to plan productive and specific targeted interventions to ensure progression. We ensure that the outcomes on SEN plans provide the approaches required to meet a child's needs including additional phonics, reading or comprehension interventions.

Roles and Responsibilities

Role of the English Co-ordinator

- To have an impact on raising standards of attainment for reading across the whole school.
- Ensure the effective implementation of the Statutory National Curriculum for English reading.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain an overview of current approaches and developments within reading.
- To ensure an effective programme of lesson observation monitoring.
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place and reading data.
- To effectively manage funding designated to reading for high quality resources.
- Provide CPD or organise this through Education Durham or alternative quality providers.

Headteacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively (including Pupil Premium funds).
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

Inclusion
We provide for all children so that they achieve as highly as they can in reading according to their individual abilities. Data from the school's tracking system, tests, guided reading and phonics is analysed and information used to identify which pupils or groups of pupils are not making expected progress. This information is shared with class teachers so that intervention strategies can be put into place; such as, extra support in class or booster classes, etc. The SENCO, in conjunction with the class teacher, ensures that specific targets according to need are identified on the child's SEN plans. Our data system analysis tracks the progress of specific groups. All children are provided with equal access to the reading curriculum. Additional support can be offered to children with EAL as required. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Reviewed:	September 2026
Date for next review:	October 2028
Headteacher	Mrs Snowdon
Chair of Governors	Mrs Carr