



**Braunstone Community**  
Primary School

*Be the best version of you!*

## **Reading Policy**

**2024-2025**

# Reading Policy

## Introduction

This policy reflects the school's aims and objectives in relation to the teaching and learning of Reading. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the National Curriculum which sets out the rationale for teaching each area of the English (Reading) Curriculum and specifies the skills that will be developed for the majority of pupils in each year group. This document is the outcome of consultation and review undertaken by the English subject leader with the staff. At Braunstone Community Primary School, we use the new National Curriculum for English (2014) as the basis of our English programme.

We supplement this with the Discovery Schools Academy Trust 'Language Comprehension Framework' and 'Read Write Inc' Phonics Programme.

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school/Trust approach to the teaching of reading.

The policy document is designed to ensure that Braunstone Community Primary School meets the needs of all pupils, taking into account their individual contexts and strengths. It is important that we meet the diverse needs of all pupils to ensure inclusion for all and that all pupils can confidently apply all reading skills.

We therefore aim to ensure that all children:

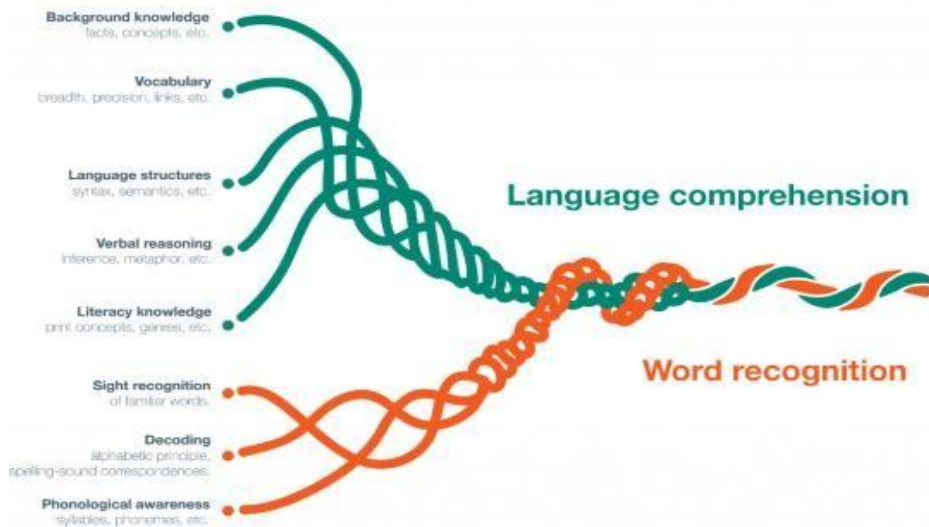
- are given access to read quality age-appropriate books.
- receive quality first teaching and high-quality modelling of all of the skills required to become a proficient reader, these include:
  - *To give / explain the meaning of words in context*
  - *To retrieve and record information / identify key details from fiction and non-fiction*
  - *To summarise main ideas from more than one paragraph*
  - *To make inferences from the text / explain and justify inferences with evidence from the text*
  - *To predict what might happen from details stated and implied*
  - *To identify / explain how information / narrative content is related and contributes to meaning as a whole*
  - *To identify / explain how meaning is enhanced through choice of words and phrases*
  - *To make comparisons within the text*
- have the opportunity to develop reading accuracy, fluency, and understanding.
- develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- are given time to read at school.
- are given extra support with reading at school (when they are not so well supported at home) • acquire a love of texts and reading.
- develop the independence to apply all of the reading skills taught in school.

The Braunstone Community Primary School curriculum for reading consists of two dimensions:

- word recognition
- language comprehension

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING<sup>7</sup>



(Scarborough, 2001)

## Word Reading

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (*decoding*) and the speedy recognition of familiar printed words (*sight vocabulary*). Underpinning both, is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to pupils who are new to English.

Word Recognition comprises of three elements:

- Sight words
- Decoding strategies
- Phonological awareness

|                        |  |
|------------------------|--|
| Sight recognition      | <p><b>Common exception words</b><br/>Words that are high in frequency but do not always contain graphemes which are not easily blended in reading.</p> <p><b>Tier 2 vocabulary</b><br/>High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are obvious, complex, establish and verify.</p> |
| Decoding strategies    | Decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) to their sounds (phonemes) and recognising the patterns that make syllables and words.   |
| Phonological awareness | <p><b>Phonics lessons</b><br/>Phonics lessons focus on teaching sound-spelling relationships.</p>  |

## Language Comprehension

The DSAT 'Language Comprehension Framework' has considered the National Curriculum's Programmes of Study and the **Content Domains** identified in the Reading Test Developer's Frameworks for KS1 and KS2.

### Language Comprehension Framework- Year 1

| 25%  | 25%   | 25%   | 25%   |  |
|--|---|---|---|--|
| Discussing and drawing on what they already know or on background information and vocabulary provided by the teacher | checking that the text makes sense to them as they read and correcting inaccurate reading | making inferences on the basis of what is being said and done | discussing the significance of the title and events | explain clearly their understanding of what is read to them.<br><br>listening to and participate in discussion about what is read to them, taking turns and listening to what others say<br><br>predicting what might happen on the basis of what has been read so far |

### Language Comprehension Framework- Year 2

| 30%   | 30%   | 30%                           | 10%   |
|---|---|-------------------------------|---|
| Draw on knowledge of vocabulary to understand texts | Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information | Make inferences from the text | predict what might happen on the basis of what has been read so far<br><br>identify and explain the sequence of events in texts |

### Language Comprehension Framework – KS2

| 20%  | 30%  | 30%   | 20% Combined                                      |  |
|--|--|---|---|--|
| Give / explain the meaning of words in context | Make inferences from the text / explain and justify inferences with evidence from the text | Retrieve and record information / identify key details from fiction and non-fiction | Summarise main ideas from more than one paragraph | Identify/explain how the meaning is enhanced through the choices of words and phrases.<br><br>Predict what might happen from details stated and implied<br><br>identify / explain how information / narrative content is related and contributes to meaning as a whole<br><br>make comparisons within the text |

The DSAT 'Language Comprehension Framework' acts as a basis for the teaching of language comprehension and should be developed to balance the child's reading entitlement to a broad and varied curriculum whilst reflecting the rigour and expectations of the milestone assessments which they will encounter during their journey through the primary phases of their education.

The teaching of the skills of language comprehension should be reflected in the weightings given to the time spent on each skill. Specific year group examples are given below.

## **Year Group Progression**

Teachers will be required to teach children the different content domains in order to help the children's language development and understanding. The % given for each content domain reflects the weighting of the specific skill within the teaching sequence and therefore the amount of time needed to be focused on each of them.

This cycle will be repeated throughout the year and reflected in the planning and delivery of lessons which develop language comprehension (whether in English, reading or cross-curricular lessons).

## **Phonics**

Please see BCPS Phonics Policy 2024-25

## **Oracy**

***“Talk is arguably the true foundation of learning.”*** (Alexander, R.J. (2004) ‘Towards Dialogic Teaching: Rethinking Classroom Talk’)

Oracy is the ability to articulate ideas, develop understanding and engage effectively with others through the spoken language. At BCPS, we believe the teaching of these skills is inherently important: indeed, they are the building blocks of a child's learning; setting children up to be successful during their time in education and within the wider world. By nurturing and developing these skills, we intend for every child to leave primary school equipped with them – ready for their future journeys.

Five strategies (Reading Ready) are used to support book talk (focused on developing inference skills). These short sessions are approximately **20 minutes** long and are timetabled in Reception, Year 1 and Year 2. The five strategies (in progression) are:

**S.M.I.L.E.S.** – Teachers share a given image (related to the class text, topic and/or time of year) encouraging children to describe and discuss the stimulus, giving their reasoning for their responses (see below). This takes place in EYFS and Year 1.

**Reasoned Reveal** – In EYFS, teachers share a given images (related to the class text, topic and/or time of year) and reveal parts of the picture, encouraging children to make inferences and predictions based on what they can see.

**Single Sentence stories-** In EYFS, Teachers will read a short sentence that tells a story, The children then use inference to answer the multiple-choice question about the story.

**Step by Step stories-** Year 2 will the focus on sharing 4 or 5 sentences, one at a time, encouraging children to make connections, predictions and inferences based on the clues within the sentences.

**Pocket Paragraphs** – Year 2 will also begin to share a paragraph, encouraging children to make connections, predictions and multiple inferences based on the clues within the text.



Children are focused on the verbal interactions between characters in the image/ text. Children also consider the sounds that might be heard within this scene and, if appropriate, the way in which characters might be speaking.

Children are focused on the action taking place within the scene, thinking about what the characters might be doing.

Children are focused on bringing the evidence (clues together) and thinking about what might be taking place in the given image or the overall part of the text. Where appropriate, children are also encouraged to consider what the characters might be imagining or thinking.

Children are focused on what they can actually see in the image and are encouraged to use specific language (adjectives) in their descriptions.

Children are focused on the emotions of feelings or characters within the image/ text.

Children are focused on the smells that might be evident in the given image/ text – these can either be positive or negative smells.

Below is an overview of how the sessions progress across the year in EYFS and KS1. However, based on data, observations and book looks, teachers have license to prioritise the 5 strategies throughout the year and adapt where necessary.

## Reading/Oracy (and Writing) Project – Progression Overview

|                   | Autumn.                   |                           | Spring                    |                           | Summer                    |                           |
|-------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
|                   | 1 <sup>st</sup> half term | 2 <sup>nd</sup> half term | 1 <sup>st</sup> half term | 2 <sup>nd</sup> half term | 1 <sup>st</sup> half term | 2 <sup>nd</sup> half term |
| <b>EYFS2</b>      | ■                         | ■                         | ■ ■                       | ■ ■                       | ■ ■ ■                     | ■ ■ ■                     |
| <b>Year 1.</b>    | ■ ■                       | ■ ■ ■                     | ■ ■ ■                     | ■ ■ ■                     | ■ ■ ■                     | ■ ■ ■                     |
| <b>Year 2.</b>    | ■ ■ ■                     | ■ ■ ■                     | ■ ■ ■                     | ■ ■ ■                     | ■ ■ ■                     | ■ ■ ■                     |
| <b>Years 3/4.</b> | ■                         | ■                         | ■                         | ■                         | ■                         | ■                         |

**S.M.I.L.E.S. (Oracy+)** = ■  
**Reasoned Reveals (images/inferences)** = ■  
**Single Sentence Stories (inferences)** = ■  
**Step-by-Step Stories (inferences)** = ■  
**Pocket Paragraphs (inferences)** = ■  
**S.M.I.L.E.S. (Writing toolkit)** = ■

### Individual Reading – KS1

Although phonics gives pupils the best start in learning to read, at BCPS, we also recognise that pupils need to practise reading regularly to become proficient.

All pupils within EYFS and Key Stage 1 are placed on a book band that is appropriate to their current reading attainment. This is in addition to the Read Write Inc Ditty book (phonetically matched to the GPCs they have been taught) that they read daily in their reading session.

As part of our home school agreement with parents, we ask that parents also support this journey by reading with their children for 10 minutes a day.

Children are given a phonetically matched book and a banded book per week to read.

Children are encouraged to read this book 3 times to develop word reading, understanding and performance.

Children are also encouraged to take other books from the school Library to support them in developing a love of reading and the opportunity to read with an adult out of school.

At each book band, pupils become fluent and confident both within decoding (saying the words) and in comprehending the text. Pupils are assessed whilst reading with the teacher and the teacher ensures that they have secured both of these skills before changing the level of their book band. During these assessments, staff use PM benchmarking to ensure that the levels are secure. These book bands correspond with the National Curriculum expectations.

## **Guided Reading Models**

All classes at Braunstone Community Primary School, receive thirty minutes of high-quality guided reading teaching, four times per week. The following model.

### **KS1**

Children remain in their streamed phonics groups for their reading lesson. They follow the 'Read Write Inc' structure, reading books that are closely matched to their phonic knowledge. The storybooks consist of green words linked to the sounds they have been learning, red word (words that are not decodable) and challenge words to extend children's vocabulary. After children have practiced these words individually, they are prepared to see them in context in the story. Activities such as partner reading takes place to support fluency. Teacher questioning, linked to the Key Stage 1 content domains, with partner discussion, follows the reading to develop understanding of the texts. These sessions are called 'Ditty Reading' and take place three times a week.

Children also take part in class shared reading lessons using high quality texts for further focus on the Key Stage 1 content domains to develop their vocabulary, retrieval, inference, prediction and summary skills. These sessions happen four times a week in Year 1. Year 2 have sessions of guided reading lessons that also focus on the VIPERS domains, mirroring the KS2 lessons.

Once children in Year 2 are ready to move off from 'Ditty reading', they will then begin guided reading lessons four times a week, which will follow the VIPERS framework (see image below).

**Majority of class (KS2)** - Content domain-based lessons which ensure that the children understand the specific skills of language comprehension and are confident in the rigour, pace and expectations of the end of year group assessments.

**Targeted guided reading interventions (KS2)** – Guided groups where the focus is still on the content domains, but the texts have been selected to reflect the needs of the children. The texts are high interest texts to ensure engagement. As a school we identify (through Accelerated Reader STAR Reader tests and PM Benchmark assessments) those children who are below age-related in reading and devise the groups of children based on results from these assessments. These small groups receive focused teaching, separate from the main class, as alternate provision. The groups are provided with a different book from the main class, meeting their specific needs and improving engagement. This model is also used for guided reading afternoon interventions in KS2.

The teaching assistants are provided with pre-planned lessons for their book and group – with a range of tailored questions to support children in developing their understanding of the content domains. These books generally last for 1-2 weeks. The work around these books has been carefully planned by the lead practitioner for English. The teaching assistants are allocated an area of the school and, with their group, orally work through the reading plan they have been provided with. Teaching assistants are also encouraged, when appropriate, to go beyond the formal planning and provide additional input for the children in order to make the book experience more fun.



The work provided for the groups have been designed around the V.I.P.E.R.S. framework (*vocabulary, inference, prediction, explanation, retrieval, summarise*). This mirrors the Language Comprehension Domains that are being taught in the classrooms (KS2) with whole-class reading. The V.I.P.E.R.S. system provides a supportive stepping stone to allow children to re-join the class once they have gained the appropriate level of confidence and necessary improvements with reading. The groups are monitored each term by a member of the SENDCo/Lead practitioner. Any records for the work completed are collected and shared with the class teachers so that they can see what is happening with their children.

These groups are reviewed every term and, if children need a different challenge, the groups are re-adjusted. The groups provide a safe framework for the children to succeed - but ultimately the goal is for the children to be able to complete the work in the main class sessions.

Based on the data gathered from assessment, a small group of focus children may complete the same guided reading lesson as the main class but delivered by an adult in an intervention room. This means that the adult can ensure that those children are a focus and can receive the support that they need for their progress.

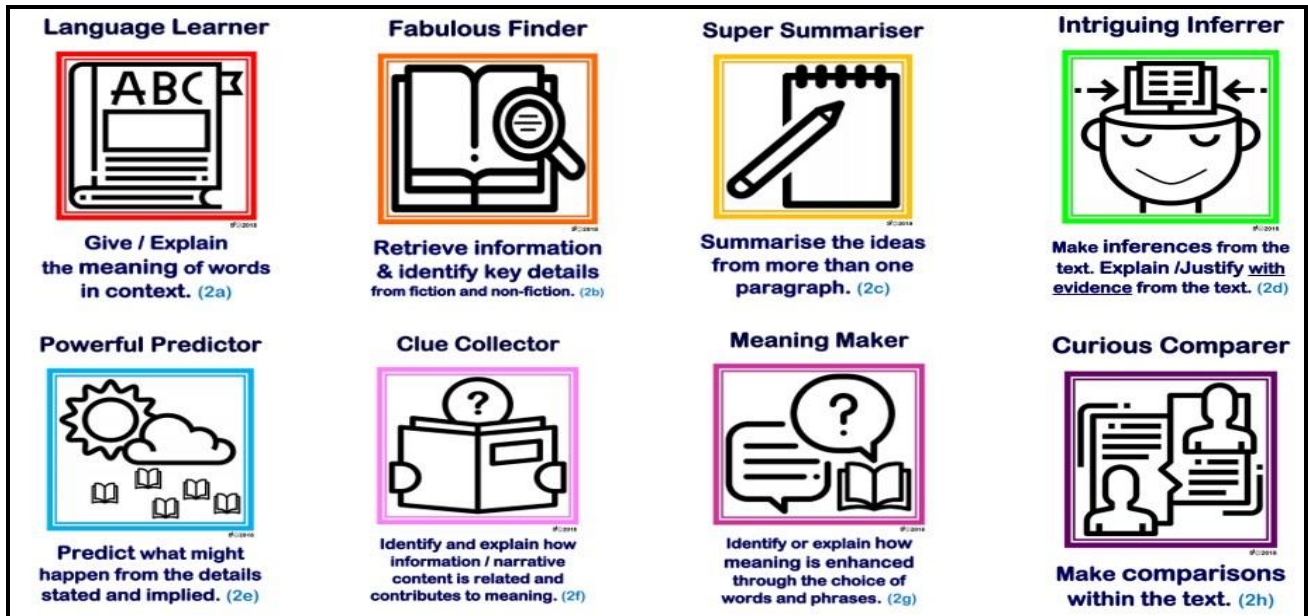
**V.I.P.E.R.S. framework (*vocabulary, inference, prediction, explanation, retrieval, summarise*):**



**Targeted SEND guided reading groups** – Guided groups where the focus is still on the content domain but the texts have been selected to reflect the SEND needs of the children. SEND reading interventions, such as TRUGS, are also used every day as an alternate provision during the guided reading lesson.

## The Reading Environment

A set of posters for KS2 have been created, showing visually the content domains. At Braunstone Community Primary School, we use these posters as part of our reading environment and reference them during our reading lessons.



Each class has a dedicated reading area which includes a wide variety of books (including fiction and nonfiction) that span a range of reading difficulty.

## 'Accelerated Reading' at Braunstone Community Primary School

At Braunstone Community Primary School, we follow the 'Accelerated Reader' system. Each week the children are given the opportunity to read an accelerated reader book, complete an online quiz and then swap the book they are reading. The online quizzes give regular feedback upon how well the children are doing. The accelerated reader quizzes also provide teachers with data on performance for the children in their classes. This provides further valuable insights when assessing reading.

## Assessment of Reading

Braunstone Community Primary School are part of Discovery Schools Trust and attend regular moderations and use the Teacher Assessment Frameworks to make informed judgements about children's attainment. These reflect the national, local and school developments in the assessment of reading. Accelerated Reader STAR Reader tests and PM Benchmarking are also used to gather assessment evidence.

End of Year 1 - Expectations Teacher Assessment Sheet  
Reading

Name: \_\_\_\_\_

| Working Towards the Expected Standard (Mark to grade 790 2-14 Benchmark)                   |   |
|--|---|
| 1.   | Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. * |
| 2.   | Read accurately <b>some</b> words of two or more syllables that contain the same GPCs.*                   |
| 3.   | Read <b>many</b> of the Year 1 common exception words.*   |
| 4.   | Read aloud <b>many</b> words accurately   |
| 5.   | Explain why they like a part of the story.  |
| Working at the Expected Standard- In an age appropriate book (Change & Tunstall P16 13-18) |   |
| 1.   | Read accurately many words of one or more syllables.  |
| 2.   | Read <b>most</b> of the Year 1 common exception words.*   |
| 3.   | Sound out some unfamiliar words accurately, without undue hesitation.                                     |
| 4.   | Check that I understand what I have read.   |
| 5.   | Answer questions and make simple inferences.*   |
| Working at Greater Depth (optional)  |   |
| 1.   | Sound out many unfamiliar words accurately, without undue hesitation.                                     |
| 2.   | Make inferences.  |
| 3.   | Plausible predictions of what might happen on the basis of what has been read so far.                     |
| 4.   | Read some Year 2 common exception words.*   |
| 5.   | Read some of the year 2 words containing suffixes.*   |

\*Resources available

End of Year 3 Teacher Assessment Sheet - Reading

Name: \_\_\_\_\_

| Working Towards the Expected Standard                        |   |
|--|---|
| 1.   | Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.*                |
| 2.   | Read accurately <b>some</b> words of two or more syllables that contain the same GPCs.*                                 |
| 3.   | Read <b>some</b> of the year 3 common exception words.*   |
| 4.   | Read aloud <b>many</b> words quickly and accurately without overt sounding and blending.*                               |
| 5.   | Sound out <b>many</b> unfamiliar words accurately of words up to 5 graphemes.*  |
| 6.   | Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me. |
| Working at the Expected Standard- In an age appropriate book |   |
| 1.   | Read accurately <b>most</b> words of two or more syllables.   |
| 2.   | Read <b>most</b> words containing common suffixes.*   |
| 3.   | Read <b>many</b> common of the year 3 exception words.*   |
| 4.   | Read words accurately and fluently without overt sounding and blending i.e. approximately 90 words per minute.          |
| 5.   | Sound out <b>most</b> unfamiliar words accurately, without undue hesitation.  |
| 6.   | To have knowledge of and explain the meaning of many tier 2 age appropriate words.*                                     |
| 7.   | Check that I understand what I have read by giving a summary in my own words.   |
| 8.   | Ask and answer questions and make inferences on the basis of what is being said and done.*                              |
| Working at Greater Depth                                     |   |
| 1.   | Make inferences on the basis of what is being said and done.*   |
| 2.   | Predict what might happen on the basis of what has been read so far.  |
| 3.   | Make links between the book I am reading and other books I have read.*  |

\* Resources available

### Accelerated Reader assessments

The children of Braunstone Community Primary School will complete a 'Star Reader' test each term though out the year. This provides teachers with important data on progress. Each quiz the child completes also builds up a profile of information about the child's performance throughout the reading year.

### Rising Stars Tests

As part of the Discovery Schools Academy Trust we complete 'Rising Stars' tests three times a year. This shows teachers any gaps that children may have in their reading knowledge and skills - These are then addressed through the planning of guided reading sessions.

### Reading Interventions

Interventions such as 1-to-1 reading coaches, V.I.P.E.R.S. sessions (*TA led*) and phonics intervention (following the RWI programme) are all used as a result of teachers' concerns, data and SEND issues raised.

### Differentiation and Inclusion

In accordance with the school's policies on SEND and Equality, all children are entitled to access reading at an appropriate level for their age and development. Activities are differentiated where possible both for the less able and more able. Differentiation is through resources used, the difficulty of the task, support given and outcome. Notice is taken of targets within a pupil's PPP. Provision is made, when necessary, for pupils to extend their experiences beyond that of the majority of the class - by providing further challenge.

The school's ethos on equal opportunities aims to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. All pupils are expected to achieve the highest standards possible regardless of race, culture, gender or disability. Whenever possible materials and images used reflect a varied cultural dimension e.g. fruit from different cultures or learning about scientists from around the world. School staff are fully committed to ensuring all pupils regardless of their differences have the opportunity and support necessary to enable them to achieve their full educational and social potential.

### ROLE OF ADVISORY BOARD

The purpose of the Advisory Board is to ensure the implementation of the National Curriculum and to review the policy. Additional meetings may be held to discuss English (Reading) priorities across the school and to gain an overview of the teaching and learning of English (Reading).

## MONITORING OF POLICY

We are aware of the need to monitor and update the school's Reading Policy on a regular basis, so that we can take account of improvements made in our practice and to changes in assessments, materials and government requirements. We will therefore review this policy at least once a year.

Reading throughout the school, and how it reflects this policy, will also be reviewed throughout the school year in the following ways:

- *Advisory Board work scrutiny*
- *School Improvement Partner*
- *DSAT peer reviews*
- *SLT/staff work scrutiny*
- *Internal moderation*
- *External moderation*
- *Moderation with other schools (both within DSAT and the school's city development group)*
- *Learning walks*

# Read, read, read . . .

This is our whole school mantra.

*Story time is prioritised daily as part of the curriculum and is thread throughout all lessons. Specific high-quality texts are used as drivers throughout the curriculum. Reading is modelled in assemblies and other celebrations, as well as promoted with parents in a variety of ways.*