



BRETHERTON ENDOWED CE PRIMARY SCHOOL English Reading Policy

“Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God’s love”

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This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

Teaching reading

The English national curriculum (2014) states that:

‘The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.’

At Bretherton Endowed CE Primary School:

- We believe the exposure of children’s literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.
- We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, where children see their cultures, families and relationships reflected, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

At Bretherton Endowed Primary School our aim is for every child to become a fluent reader. We want children to become fluent readers in order for them to reach age related expectations or make accelerated progress from their starting point. As well as this we want children to develop a love for reading and read for pleasure on a regular basis.

Our curriculum is designed to be ambitious and tailored to our pupils and their needs. It is designed to include a variety of approaches to enable the pupils to make good progress.

The aims of teaching reading in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards reading;
- rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently;
- read easily and fluently with good understanding across both fiction and non-fiction;
- acquire a wider vocabulary;
- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way;
- develop their reading in all subjects to support their acquisition of knowledge;
- are confident, independent readers with a love of reading;
- read for pleasure both at home and school on a regular basis and enjoy being read to;
- through their reading develop culturally, emotionally, intellectually, socially and spiritually;
- develop good comprehension drawing from their linguistic knowledge.

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see reading as a lifelong skill, something to treasure and not to fear or be seen as a chore.

At Bretherton Endowed school we strive for children to be a 'Primary Literate Pupil'

By the end of year 6. we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.
- progress to the next stage of education and read for life.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities.

We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment, through adaptive teaching or interventions. The programme/content of intervention used will depend on the needs of the child/group and will be discussed with the subject leader, SENCO and class teacher.

Any child, including children with identified SEND or in receipt of pupil premium funding, may have work additional to and different from their peers in order to fully access the curriculum. By knowing their children well, class teachers will ensure that all children will be stretched and challenged

How we do this?

Learning to read is one of the most important things a child will ever learn. It underpins everything else, so we believe in putting as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We also want our children to develop a real love of reading and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as simply learning to read.

Our school identifies the two key phases in reading development: learning to read and reading to learn. Teaching strategies are carefully employed that recognise children's needs in each phase.

- Positive attitudes to reading are fostered through carefully designed teaching activities and classroom provision. The need for children to enjoy reading and actively choose to read for different purposes informs this provision.
- Teachers use a balanced approach. Teaching activities promote children's abilities to decode written language at word and sentence level, and to search for meaning in the text. Teaching activities also reflect the need for children to engage imaginatively with texts, empathise with characters and develop their specific interests in the world around them through their reading.

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- A variety of teaching strategies are employed to teach shared, guided and individual reading.
- The teaching of reading is embedded within meaningful contexts. We teach all children the skill of reading by providing access to a wide range of high quality narrative and non-narrative texts. Texts with challenging vocabulary are carefully chosen to support our ambitious curriculum.

From the start of their school experience, children are immersed in a world of literature with books chosen to stimulate their imagination. The children are :

- taught to tune into sounds which they hear in both the classroom and outdoor environment.
- learn how to listen through story, games, rhymes and talk.
- introduced to the conventions of books, reading from left to right, regarding the illustrations as an integral to the story, turning the pages singly etc. The use of stories and rhymes is key at this point.
- encouraged to act out well known tales and join in with a repertoire of nursery rhymes. There is a very strong focus on listening to familiar stories and puppets and role play help to bring these alive. We provide a reading rich environment beginning with the children's own names and including the use of captions, labels and instructions.

Early reading is prioritised and we start teaching phonics straight away in Reception and follow the Monster Phonics scheme, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Children start to read with fully decodable phonics books from the Monster Phonics scheme.

- Children will continue reading fully decodable books until their phonics knowledge is completely secure. Then the children will read a broader range of graded reading materials including carefully chosen high quality novels. These more challenging texts help our children to experience a range of genres and writing styles. They provide different sentence structures, vocabulary, layouts and contexts and help our children to experience a wealth of texts and begin to form opinions and preferences in literature. Books are carefully chosen from a range of authors to reflect our heritage and our diverse society.
- Phonics and reading activities are taught as a whole class. Discreet phonic sessions take place daily for 20-25 minutes and in class 1, there are also enhanced phonic activities within the indoor and outdoor environment available for the children to explore independently throughout the day. Phonics provision is also supplemented by a wide range of speaking and listening, English, spelling and grammar activities. Phonics and reading requires practice.
- At Bretherton, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.
- Alongside this the children are taught the common exception words which do not follow the regular phonetic pattern.

Children continue to receive daily structured phonics sessions until their phonics knowledge is secure. Regular assessment ensures children who are not working at an appropriate level in reading have access to additional phonics catch up sessions and reading interventions. These regular interventions are carefully monitored and the children's reading progress is closely tracked. We ensure that each classroom has an inviting book corner with a carefully selected range of books. Each classroom also has a number of non-fiction books and reading materials related to their cross curricular topics.

As they progress through school:

- children follow book bands and then move onto free readers when the teacher believes they are ready.

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- Language comprehension skills are developed and deepened through directly taught activities within the immersion and analysis of texts.
- Children are taught to retell, sequence, predict and question as part of the reading process .
- Children are helped to develop finely tuned comprehension skills including: retrieval, inference, predicting, sequencing, summarising and the understanding of new vocabulary. These are applied across the whole curriculum as well as within shared and guided reading sessions.
- Carefully planned guided reading sessions take place throughout school. These are carefully planned to develop a whole range of reading skills and comprehension.
- A wide range of material is provided to access independently for interest or information and children are encouraged to use the library. Reading guidelines and record books are shared with parents.
- Teachers regularly read with the children so the children get to know and love all sorts of stories, poetry and information books. This is in addition to the books that they bring home. This helps to extend children's vocabulary and comprehension, as well as supporting their reading and writing.
- Technology may be used to support specific reading skills.

Impact

Reading in our school is progressive and planned to meet the needs of all children. Assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading. Phonics assessments are rigorous and frequent. If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through the following methods:

- Phonics assessment;
- Phonics screening results;
- Book band colour
- Summative assessments each term;
- Internal monitoring reading and comprehension assessments
- End of Key stage SATs results.

Our success rates each year is very high in our phonics screening. The teaching of phonics in our school is systematic and all staff are trained and regularly updated. Children enjoy reading and are reading more for pleasure and on a more regular basis.

Children's progress in phonics is continually checked through daily informal and half termly formal phonic assessments and evidence from their reading and writing. This enables staff to early identify any child needing additional support.

Formative assessment is used:

- daily within class to identify children needing keep-up support
- weekly in the review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- Within the assessment schedule to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan interventions the keep-up support that they need
- by SLT and scrutinised through the Monster Phonics assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

In Key Stage 2 some children will still require phonics teaching and will have ongoing assessment

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The English leader is responsible for:

- monitoring the standard of the children's work and the quality of teaching in reading.
- through lesson observations, pupil progress meetings, subject walk throughs, work scrutiny, data analysis and speaking to staff and pupils.
- continuity and progression through the school is monitored by the subject leader. They support colleagues in the teaching of English, by being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.
- They evaluate the strengths and areas for development in the subject and indicate areas for further improvement which may then be fed into the whole school action
- The English Subject Leader will also provide an annual summary report to the Headteacher and governors which details pupil outcomes and evaluates the strengths and further areas for development.
- Subject leader and our link English governor meet regularly to review standards in English in more depth.

Subject leader actions to improve standards may include:

- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent developments in English and literacy

Partnerships with parents

A strong partnership with parents runs through all curriculum areas, but especially through reading. Home reading is essential and is at the heart of our homework contracts with pupils and parents. Early and Developing readers are expected to read at home to an adult daily and share the love of books with their child. Meetings at the beginning of the academic year will ensure parents/carers are aware of the approach taken to reading within the year group (also added to our website) and the expectations with regard to reading habits.

Parents/carers will also be helped to see that they have a vital role to play in their children's reading development and will be encouraged to foster a love of Reading . Parents are supported on how they can help child at home by attending English and phonics workshops. During Parents' Evenings curricular targets are shared and a written report is completed annually in the Summer Term. Homework promotes reading in Early Years, Key Stage 1 and Key Stage 2.

Equality

At Bretherton Endowed, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. At our school, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us. All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

Adopted by the Governing Body of Bretherton Endowed CE Primary School.

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All aspects of our policy intends to comply within the Data Protection (GDPR) legislation.

Headteacher : Mrs Alison Moxham Chair of Governors : Mrs Pam Aspden www.brethertonschool.org.uk

Appendix 1

STRATEGIES USED TO TEACH READING

As a community of readers we expect all adults to model and communicate their love of reading. We strive to provide every opportunity for children to read independently, paired, as a group or a whole class.

Reading Practice/Guided Reading

Reading Practice/Guided reading is used throughout the school as a key teaching strategy. The sessions are carefully planned and cover a range of Assessment Foci and Reading Domains. Groupings remain flexible and are constantly adapted to the needs of the children within the group.

Guided reading will be used to:

- Apply and embed phonics teaching
- Model and teach pattern and rhyme
- Teach and embed new vocabulary using images to help deepen their understanding
- Teach model and practise key comprehension strategies – prediction, questioning, clarifying, summarising and activating prior knowledge.
- Provide regular ongoing individual assessment opportunities, ensuring all sessions continue to meet the group's learning targets and needs

Shared Reading

Shared Reading allows the teacher to demonstrate how to read a wide variety of different genres and text types and show that reading is a pleasurable and informative experience. Shared reading gives access to challenging texts for all our pupils and provides a secure environment for learning to read. It also provides a context for the explicit teaching of reading comprehension skills and enables teachers to model the skills and strategies used by effective readers. Key vocabulary is highlighted and revisited within these sessions and teachers try to plan texts that are linked to other subjects. (See reading spines)

Independent Reading tasks

Teachers set reading tasks for pupils that require them to read without teacher support. These tasks are accountable and might require a written response.

Independent reading will be used to:

- Promote enjoyment of reading.
- Develop and consolidate comprehension skills.
- Provide a meaningful context for the application of reading skills and knowledge.

For pupils with SEND, we may use **Paired reading**, which is an evidence-based intervention which aims to improve children's reading accuracy, fluency and motivation. By reading together with a reading helper, children's reading experience is modelled and supported without attention being drawn to their errors.

We can also assess pupils accuracy, fluency and comprehension through YARK assessments.

READING MATERIALS

The school uses a range of high quality, up-to-date resources for teaching reading.

It provides:

A Reading scheme:

For 'Early Readers' we use Monster Phonics scheme. The Project X Code (fully decodable) reading intervention is also used in lower KS2 where appropriate. Only when the children are secure and fluent in their reading, do they move to our banded books.

Free Choice books:

Our communal library and class book corners are engaging and well organised. Children and class teachers are also directly involved in the purchase of their new books – often suggesting books by a familiar author or a book on a similar theme. Our book corners aim to reflect our diverse society.

Whole School Reading Spine:

This range of books have been carefully selected to ensure that our children are exposed to a wide range of quality genres and authors. Each year group is allocated a number of books to read throughout the year. These books are intended to be read aloud by the teacher, used as a shared reading focus or as a whole class reading session. The teacher uses these sessions to model the reading process and teach the children to predict, reflect and ponder as a reader. All our English units begin with high quality memorable books. The spine is reviewed regularly in consultation with colleagues and pupils.

Additional Resources:

- Reading Explorers, by John Murray for work on the understanding of comprehension questions.
- Optional termly loans from the School Library Service to support topic and science learning.

Appendix 2

Examples of Wider reading opportunities

We share a wider love of reading through themed days, such as World Book Day and we periodically invite parents to visit classes to read and share their favourite books.

Whole school regular 'Reading Buddy' sessions allow children to read with their buddy from another year group. The older child is taught how to help the younger children to decode words and discuss the book they are reading.

A whole school celebration of reading through reading certificates ensures that children are praised, encouraged and commended for both effort and improvement in reading. This allows children to become resilient readers and respond positively to challenging texts and unfamiliar vocabulary.

World Book Day is celebrated within school and has included author visits, bedtime story day and design a character potato/egg and a book in a box.

Class assemblies, worship and productions place a strong emphasis on the performance of poems and scripts.

Children regularly see adults within school as readers with teachers sharing their own love of particular books, poems and authors.