



Bramley Park Academy



Reading Policy

December 2024

Rationale

At Bramley Park Academy, we know that reading is the key to success for children. If a child reads fluently and enjoys reading and therefore reads widely a whole world will open for them. They will improve their vocabulary, sentence structures and knowledge of the world. We aim to teach the children to read fluently and with understanding. We promote a love of books and an enjoyment of reading.

The school aims to:

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers

- Encourage the enjoyment of books and reading so that the children develop a life-long love of books

- Develop study skills so that the children can find appropriate fiction and non-fiction books from the library

- Teach a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing

- Encourage care and ownership of books

- Make sure children are familiar with a large bank of rhymes and stories including nursery rhymes, traditional tales and stories from other cultures

- Provide a rich and varied diet with a range of authors and books to cater for different interests.



Procedures

To achieve the above, we do the following:

Phonics- See separate policy

General class teaching

As a school we recognise that speaking and listening is a big part of understanding texts. In our Literacy lessons and in all curriculum areas we try to give pupils opportunities to talk and listen in a wide range of contexts.

We understand the importance of language comprehension and this is built in alongside simple decoding. We have a lot of picture books in school and sometimes use these for whole class or group teaching so that all children can discover what is happening in a book and be able to use skills of inference and deduction even if they struggle to decode.



Foundation stage

All children bring a book bag into school each day

The teacher provides every child with a reading book and a reading home/school diary

Daily Letters and Sounds phonic work

Individual reading – The teacher/TA will hear each child read 1.1 on at least a weekly basis, the teacher records progress made in the whole class reading folder and children's individual reading diary.

Children are grouped for guided reading with picture books to discuss at the beginning of the year moving onto books with text at their level later on in the year.

Parents are invited in once a half term to share a story with a small group of children or to hear children read

Children learn a story every half term so that they know it thoroughly and start to build up a bank of stories that they are very familiar with or know by heart.

KS1

The teacher provides every child with a reading book and a reading home/school diary which they take home every night. The expectation is that they read to an adult at least 3 times a week.

Daily Letters and Sounds phonic work – streamed in Letter and Sounds phonic phases across whole key stage

Guided reading happens at least 4 times a week and children are heard individually where it is felt that they need extra support or for assessment.

Group and individual reading targets are kept in guided reading folders.

Groups working independently may do a piece of writing related to their reading book or play phonic games.

Teachers read aloud to children every day.

Throughout the year, children become familiar with well know stories, which they can they use as models to support writing.

Children visit the library once a week to choose a book

KS2

Guided reading happens at least 4 times a week with groups that are below ARE having an extra session where possible.

Groups working independently use a dedicated guided reading book which will have their targets at the front.

Whole class Guided Reading sessions.

The teacher provides every child with a reading book and a reading home/school diary which

they take home every night. The expectation is that they read at least 3 times a week. Children will either take a reading book home at their level or choose a book from the class or school library.

Teachers read aloud to children regularly during the week -they should hear 2 or 3 substantial works of fiction each year this is a good way to interest children in reading and to tackle comprehension questions as well as get children discussing and talking about books.

Resources

As a school, we invest heavily in books and adult support with reading including providing new and appealing books - whole class sets, reading scheme, guided reading and the library. We prioritise reading in terms of adult support in school which includes teachers, TAs and volunteers who give extra support to small groups or 1:1

Books: Promoting the enjoyment of reading - getting children choosing to read Read aloud to children (every day if possible) and then let them take the book home to read for themselves

Ask the children what they like to read and order those books for the classroom Have a special shelf of books that you know children will love and let the children take them home

Take the children to the library in school regularly

When we have a school book fair money is allocated to classes so that children can choose books they would like to read

Book assemblies where children recommend books they love

Book week

KS2 Reading Challenge implemented where children read 9 books to win a book from the Vending Machine. The children read a variety of genres as part of the reading challenge.

Reading Challenge boxes in all KS2 classes - new books bought and sorted in to the nine genres.

Assessment

Assessment using the AWL materials should be done during guided reading sessions on a regular basis are recorded using the school's assessment tracker which the Leadership Team can access to analyse.

Three times a year, children will be assessed using a range of summative assessment materials for their age group

Interventions

Children who are falling behind age-related expectations are identified early by the school tracking systems and the regular pupil progress meetings and support is put into place. This could be from a teacher who is employed for that purpose or a TA, in a small group or 1:1. These interventions are closely monitored and adapted as needed.

