

The Bellbird Primary School



Policy for Reading

December, 2022

(To be reviewed Autumn 2025)

Introduction

At The Bellbird Primary School, teachers make explicit the links between reading, writing and speaking and listening. A range of fiction and non-fiction texts are available to the children and the notion of everyone a reader is promoted across the school. Some reading scheme books are banded from Lilac to Lime/brown to support children and teachers when selecting reading material. Following the Lime/Brown band, children in key stage 2 move onto the Star Reading programme.

Reading for Pleasure

This is at the heart of our reading policy. Throughout the year, events are planned to promote reading for pleasure in the school community.

Aim

We aim to enable our pupils to read confidently, fluently, accurately and with understanding.

We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.

Strategies for the Teaching of Reading

The simple view of reading is used by teachers to plan and teach the full range of reading skills. These include:

- Previewing/predicting
- Retelling
- Simple retrieval of information
- Understanding vocabulary
- Activating and building prior knowledge
- Questioning the text
- Visualising and other sensory responses
- Inferring and drawing conclusions
- Summarising/determining importance
- Empathising

How is Reading Taught?

In Foundation stage and Year 1, the children are taught to decode texts by following 'The Little Wandle' synthetic phonics programme. (see the policy for phonics and early reading)

Reading is taught through Shared Reading sessions, Guided Reading sessions, and one to one sessions and there are opportunities to practise and consolidate skills through independent reading. Children who are reading books up to and including the green band take home each week one phonically decodable book (practice books) and one non-phonically decodable book (sharing books) These books are located in the atrium in clearly labelled containers.

What is Shared Reading?

The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text.

Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level).

Shared reading generally takes place during whole class English lessons.

Guided Reading:

Guided Reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. **The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. From the orange level, The text needs to be at the instructional level.** Texts are selected from the school's guided reading sets of books which are located in the atrium.

What is the recommended Teaching Sequence for Guided Reading?

The recommended teaching sequence is used by all teachers. The sequence is:

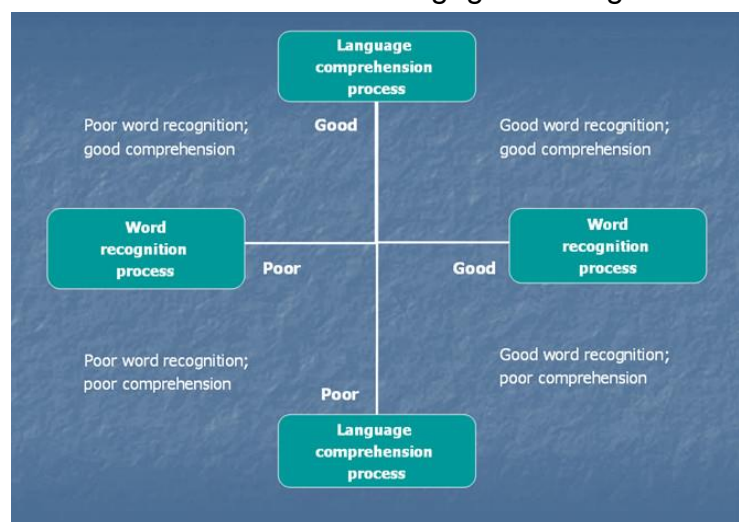
- a book introduction
- strategy check
- individual reading
- returning to the text.
- Responding to the text

Following the guided reading session, the class teacher or the teaching assistant stamps the child's reading record book to indicate to the parents/carers that their child has read to an adult in school.

Guided reading occurs daily outside the English session and is based on a rotation during the week within the class. The children who are not engaged with guided reading are given a purposeful activity to do independently e.g. spelling games, comprehension questions, pre-reading or a follow-up activity.

Independent Reading Time

Children read material which interests them, to assist them in fostering a genuine love of reading and to help them to appreciate its value. During this time, children will read either their school reading book, a book which they have chosen from the school library, a magazine or newspaper.



Whole Class Story Time

At The Bellbird, regular whole class story time takes place in Foundation Stage and in Key Stages 1 and 2. Books appropriate to the children's interests, topic work or objectives covered in the English lesson are read aloud by the teacher.

Priority Readers

At the start of the academic year, teachers use data from the previous class teacher to devise a **reading priority list**. Children who are not making the expected progress need to read to an adult **at least** 3 times a week.

Meet the teacher Meetings

During the autumn term meet the teacher meetings, teachers go through the following:

- The value in parent/carers coming in and supporting with one to one reading . The School's leaflet for Volunteer helpers provides some guidance on listening to children read in school.
- The expectations regarding sharing books with their children and hearing their children read at home. Once a parent/carer has signed the reading record book to indicate that the whole book has been read and discussed, the child will be able to select a new book from the appropriate place. All children are expected to bring their reading record book into school every day.
- Useful websites which support with selecting appropriate books and with engaging children with reading activities at home.

Reading Areas in the Classroom

Each class is expected to have a reading area established by the end of the first week of term. The area should be a stimulating and attractive environment which contains a range of reading material. This can include the following:

- Non- fiction books linked to the class topic
- newspapers, comics and magazines
- Books/writing produced by the children
- Big Books
- Books which link to the genre being covered in English
- Picture books
- Recommended reads – recommendations to be made by teachers, teaching assistants and pupils.
- Books we have read and enjoyed.

Books should be organised into non-fiction, fiction and poetry and be easily accessible by the children.

The books in the reading areas are changed and updated on a regular basis.

Reading Rucksacks

Each class has a reading rucksack which can be taken outside at break times. The books and magazines need to be regularly updated. Books for the rucksack have a dark blue sticker on them and are located in two plastic boxes in the atrium between the year 1 classes.

Assessment and Monitoring of Progress

The PM Benchmark Kit is used to assess and to monitor the impact of intervention programmes and to assess the reading ability of pupils. In Key Stage 1, from orange level and upwards, the teacher or teaching assistant can carry out a running reading record with some of the children in the class each term. This will also apply to some children in Year 3 and year 4.

As children move through the colour bands the appropriate coloured label is stuck into the child's reading record book. These are located in the English folder on teams.

<p>PINK</p> <ul style="list-style-type: none">• understand stories make sense and sound right• find the title, turn the pages, start reading on the left• read each word as they point to them• guess what might happen in a book• use what they know about letter sounds to read words <p>✓ ask them about the story and talk about the pictures say 'Where do we start reading?'</p> <p>✓ let them hold the book and turn the pages themselves</p> <p>✓ if they get stuck ask, 'what would make sense?' or say, 'sound it out' or 'go back and try again'</p> <p>✗ adults interrupting and pointing is not helpful</p>	<p>RED</p> <ul style="list-style-type: none">• make sure it makes sense and sounds right• make the reading sound like talking – not like a robot• find the title, turn the pages, start reading on the left• read words they know automatically• re-tell the story including all the main parts <p>✓ if the reading doesn't make sense ask them what they can do to fix it</p> <p>✓ if they get stuck say, 'go back and try that again' or 'sound it out'</p> <p>✗ telling them about all their mistakes is unhelpful</p>
<p>YELLOW</p> <ul style="list-style-type: none">• listen to their reading, notice mistakes and correct• use their eyes to follow the sentence• make the reading sound interesting using punctuation• relate the story to own experiences and other stories• retell the story in detail <p>✓ say, 'You said ... Did that sound right? Fix it!'</p> <p>✓ show different ways to read new words: what word would fit, sound it out, chunk it – play/ing, to/day</p> <p>✓ ask, 'What might happen next?'</p> <p>✓ let them read the book again to make it sound smooth</p> <p>✗ using a finger to point can make reading sound robotic</p>	<p>BLUE</p> <ul style="list-style-type: none">• read longer and more complicated books• be able to say why they like or don't like the book• take turns to talk about a wide range of stories• notice and fix mistakes quickly• re-read to make it make sense and sound like talking <p>✓ ask, 'What's your favourite part?', 'Why?'</p> <p>✓ say, 'Check it', 'Does it make sense and look right?'</p> <p>✓ tell them to go back and try it again to check</p> <p>✓ show how punctuation changes the way you read</p> <p>✗ sounding out some words is not helpful – said, was, come</p>

The PM Benchmark Kit is kept on the bookcase between the year 1 classes.

NFER tests for reading are administered in the summer terms across Key Stage 2. These help to inform end of year teacher assessments for reading.

Teachers can also assess children's reading ability using the Star Reading Programme. **On entering year 2, the star reading assessment should only be used with those children who are on lime or lime/brown level.**

The reading tracker sheet is completed and updated on a termly basis by teachers in Foundation Stage, Year 1, Year 2 and Year 3. A blank reading tracker can be found in the English folder on Teams.

Reading assessment sheets for each year group are located in the English folder in Office 365 and these are to be used to support reading moderation and end of term assessments.

Key Reading Resources in School

Sets of Quality Books

Most of these are located in pods and classrooms. They link to units of work being covered by class teachers. Long term plans for English indicate in which year group the books are being used.

Book Banded Reading books

These are located in the labelled boxes in the atrium. The books are organised into decodable/practice (up to and including green level) and non-decodable/sharing books.

Teachers will use a range of assessment information to allocate a colour band to each child. The colours range from Lilac to Lime/Brown. The colour bands are the reading bands recommended by the Institute of Education in London and are used by most commercially available reading schemes.

Lilac books are wordless and have notes to support parents when they are reading with their children at home.

Children in Foundation Stage are expected to take a Lilac book home within the first week of starting school.

Where a book has a black sticker alongside the colour band, this indicates that the book is suitable in content for a child who is 9+ years.

By the end of Year 2, children are expected to be reading White books with fluency, understanding and enjoyment. Lime books are simple chapter books and the Lime/Brown band is a bridging band between the colour bands and the Star Reading programme.

Star Reading Books – Key Stage 2

These books are located in the atrium and the year 5 and 6 corridor. They start at level 4.0. Each week the total word count for each class is shared with the children in key stage 2. Each class has a large 'Shoot for the Moon' 100 square displayed in the classroom. If a child achieves 80% or above, they write their initials in a square. When 100 squares have been filled, the class have a reward which takes up to no more than 20 minutes of class time. Once children have achieved 80% or above in 3 quizzes, they can be moved up to the next most appropriate level.

Catch -up Reading Resources for Key Stage 2

Children in key stage 2 who are working significantly below age related expectations can access the following books:

- **Barrington Stoke books** – these are dyslexia friendly and mostly at the lime and brown levels. The content is generally aimed at children in years 5 and 6.
- **Big Cat High low readers** – These are dual banded books designed to engage key stage 2 readers.

These books are kept in baskets in the year 4 pod and will need to be returned to these baskets once the child has finished reading the book. They must not be returned to the general book stock in the atrium.

Colour Bands for Catch-up Reading Resources

Copper	Year 3
Topaz	Year 4
Ruby	Year 5
Emerald	Year 5
Sapphire	Year 6
Diamond	Year 6
Pearl	Year 6 Challenge

The Allocation of Reading Books

Each teacher is expected to have a reading folder and a system established in class for the changing and monitoring of books.

The Allocation of Library Books

Every week, each child will have the opportunity to visit the school library to select either a fiction, poetry or non-fiction book which they can take home and read in addition to the individual reading book which has been allocated by the class teacher. The children will be given the opportunity to change these on a regular basis.

During the class library time, the children need to bring their reading record book as the librarian will stamp the return date for library books in here. The librarian will also update the child's library index card. There will also be the facility for children to add to the book wish list for their class. When purchasing new books for the library, the English subject leaders will refer to this.

Children in FS and KS 1 can take home two picture books at a time or a picture book and a non-fiction book and children in key stage 2 can take home a fiction and a non-fiction book. The children can borrow the books for up to two weeks.

The Care of Books

If a book is lost or damaged, a letter will be sent home requesting that the child's parents or carers make a voluntary contribution towards the cost of replacing the book. School reading books are placed inside a plastic zip wallet which is then placed inside a book bag. All teaching staff will encourage children to treat books with care and respect.

Geraldine Hines
October 2022