



# The Bellbird Primary School

## 'Soaring to Success'

### The Bellbird Primary School Reading Policy – Year 2 and Key Stage 2

#### 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 Purple to Lime/brown and following the Lime/Brown band, children in key stage 2 move onto the Star Reading programme.

The way that reading is taught across the school aligns with the National Curriculum Programmes of Study and the Reading Framework July 2023.

#### 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. These events include author visits, reading challenges and pupil involvement in book selection.

#### Aims

We aim to:

- enable our pupils to read confidently, fluently, accurately and with understanding.
- 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 Key stage 2?

In year 3 and above reading is taught through daily whole class reading sessions. For the children who are reading books at or below the white book band, children take part in small group reading practice sessions, and one to one reading sessions. There are also opportunities to practise and consolidate skills through independent reading.

## What is Shared Reading?

The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text. Shared reading takes place during whole class English lessons as part of phase 1 of the teaching sequence for writing.

## What is Whole Class Reading?

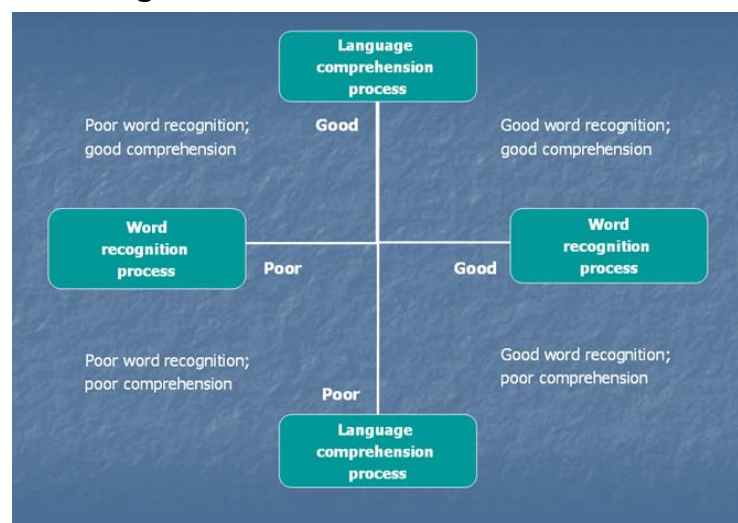
In Key stage 2, once the majority of the class are reading above the white band whole class reading takes place each day. Reading sessions last for approximately 20 minutes. In these sessions, teachers explicit teach reading fluency and comprehension. The planning template for whole class reading is saved in the English folder on teams.

<https://thebellbirdpri.sharepoint.com/:w/s/CurriculumPlanning/ESECUtY8DI Gm0vF0EGkX28BqX3mRxbAtWDun8pue1YHFw?e=6LiB4M>

In Year 3, whole class reading starts in Spring 1. Prior to this, children will read in smaller groups, (see reading practice section) using appropriate texts for their reading ability.

## Reading Practice Sessions for Children Reading Banded Books

Reading practice sessions take 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. From **purple** level, the text needs to be at the instructional level i.e. the books are from the band above. Texts are selected from the school's sets of books which are located in the atrium.



## **What is the recommended Teaching Sequence for Reading Practice sessions?**

The sequence is:

- a book introduction
- strategy check
- Reading
- Responding to the text

Reading practice sessions are planned to develop reading fluency (Accuracy, Automaticity and Prosody) and comprehension skills.

Following the reading practice 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.

In Years 2 and 3 (Autumn Term) reading practice sessions occur daily outside the English session and are based on a rotation during the week within the class. The children who are not engaged with reading practice sessions are given a purposeful activity to do independently e.g. comprehension questions, pre-reading or a follow-up activity.

In year 2, the class teacher uses the Little Wandle Fluency books with children who are reading above the purple band. These books are used for reading practice sessions. Class teachers are to use the fluency assessments which are located on the Little Wandle web site before they start to allocate books to groups of children.

### **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.

### **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.

- In EYFS and Key Stage 1 there is a book of the week in the reading area/book corner.
- Books we have read and enjoyed – in key stage 2, children to complete a leaf for the book tree for books that they have particularly enjoyed and would like to recommend to the children in their class.

Book corners in classrooms have been set up in a bookshop style to support children when choosing books for independent reading time.

**The books in the reading areas are changed and updated every half term.**

### **Whole Class Story Time**

At The Bellbird, regular whole class story time takes place across the school. 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.

When listening to children read, adults are to focus on developing:

- Accuracy
- Automaticity
- Prosody

### **Reading Rucksacks**

Each class has a reading rucksack which can be taken outside at break times and lunch 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**

From year 2, The PM Benchmark Kit can be used to assess the reading ability of pupils. For purple band, gold band and white band, the teacher or teaching assistant can carry out a running reading record with some of the children in the class. As the children move through the purple, gold, white, lime and lime brown 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><b>TURQUOISE</b></p> <ul style="list-style-type: none"> <li>understand everything that is being read without relying on illustrations</li> <li>read different types of books with a full page of text</li> <li>read with a range of expression by paying attention to punctuation and text layout</li> <li>read more unusual words while checking the meaning</li> <li>use alphabetical order to find information</li> <li>ask, "Has that ever happened to you?"</li> <li>talk together about books they have read or heard</li> <li>don't ask them to read unusual words in a list – it is best to read unusual words in text</li> </ul>	<p><b>PURPLE</b></p> <ul style="list-style-type: none"> <li>guess what a book might be about before reading and ask questions when reading</li> <li>notice familiar phrases in different books - Once upon a time, One day, Long ago</li> <li>read quietly or silently at a good speed noticing and correcting errors</li> <li>work out unknown words quickly</li> <li>notice books can be set in different times and places</li> <li>ask, "Why did the writer use this word?"</li> <li>talk about how the writer wanted you to feel</li> <li>be careful – they may sometimes read unfamiliar words but may not know their meaning</li> </ul>
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<p><b>GOLD</b></p> <ul style="list-style-type: none"> <li>know what a book is about, from looking at the title, sub-headings and layout</li> <li>independently find information in non-fiction books</li> <li>read silently or quietly at a fast speed using punctuation to support understanding</li> <li>be able to solve new or unfamiliar words fast</li> <li>talk about what has been read, taking turns and listening to others</li> <li>ask, "What have you learnt from the book?"</li> <li>say, "Find the part of the story where..."</li> <li>reading all the words correctly but not listening to what is being read is unhelpful</li> </ul>	<p><b>WHITE</b></p> <ul style="list-style-type: none"> <li>read silently most of the time, noticing new words and thinking about their meaning</li> <li>read for longer periods of time and return to a book after a break - remembering what has happened</li> <li>notice the spelling patterns of unfamiliar words</li> <li>talk with others about what has been read</li> <li>think what might happen from what has been read</li> <li>say, "Find the word that means..."</li> <li>ask, "What words were used to describe...?"</li> <li>be careful – how you feel about a book may not be how the student feels. We all like different things.</li> </ul>
<p><b>LIME</b></p> <ul style="list-style-type: none"> <li>recognise text types, predict layout, general content</li> <li>read silently, asking questions to monitor meaning - returning easily to a text after a break</li> <li>reun more complex sentences and unfamiliar language to understand and interpret meaning</li> <li>make use of blurbs, chapter headings, indexes and glossaries to find information quickly and accurately</li> <li>express reasoned opinions about what is read</li> <li>ask, "Which part of the book tells you about...?"</li> <li>ask, "Tell me why he or she did that."</li> <li>they may understand all the words but not the story</li> </ul>	<p><b>BROWN</b></p> <ul style="list-style-type: none"> <li>read and search longer texts for detailed information</li> <li>look up language, structure and presentation</li> <li>use the context of the story to work out meanings of unfamiliar words and discuss understanding</li> <li>summarise the ideas from more than one paragraph</li> <li>find specific information from non-fiction texts</li> <li>read and perform plays and poems</li> <li>ask, "What makes you think/feel...?"</li> <li>encourage them to ask questions as they read the text</li> <li>don't assume that answering questions means they understand the real meaning of the text</li> </ul>

<https://thebellbirdpri.sharepoint.com/:b/s/CurriculumPlanning/Ed6r10u0wUIMhiA4ca1wG1IB2vir8CHg-aZiXDDZ3o2EsQ?e=S7TwBb>

The PM Benchmark Kit is kept in the atrium between the year 1 classes.

in year 2, the optional SAT reading papers will be used in the summer term to support the teachers with end of year judgements for reading.

**FFT (Reading Assessment Programme)** – these reading assessments will be administered each term in Year 2 and across Key Stage 2. These help to inform end of year teacher assessments for reading, inform the focus for reading practice sessions and support with conversations with parents. The FFT reading assessments are administered at the following times:

- Autumn Term** – The first week in November
- Spring Term** – The first week in March
- Summer Term** – The first two weeks of June

The test will be administered by teachers and teacher assistants with class teachers focusing on children who need to make accelerated progress. Teachers can use assembly time and booster time in one week to administer the assessments.

The NFER reading assessment will be administered in years 3, 4 and 5 in May.

**On entering year 3, the star reading assessment should only be used with those children who are on lime or lime/brown level. This assessment will determine the level on which the children can start on the Star reading programme.**

The reading tracker sheet is completed and updated on a termly basis by teachers. A blank reading tracker can be found in the English folder on Teams.

<https://thebellbirdpri.sharepoint.com/:w:/s/CurriculumPlanning/EY8iDsegJaxKuh--irEovdgB5mechrPt2bFu1uvX8wAEPg?e=BebNfd>

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

[https://thebellbirdpri.sharepoint.com/:f:/s/CurriculumPlanning/EnAB3NRoh6pLqOckj\\_I-CTIBhBP4aWBiJmWn4UIkXAtczQ?e=4tl1lq](https://thebellbirdpri.sharepoint.com/:f:/s/CurriculumPlanning/EnAB3NRoh6pLqOckj_I-CTIBhBP4aWBiJmWn4UIkXAtczQ?e=4tl1lq)

## **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 for the book bands purple, gold, white, lime and lime/brown.

**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. Following a Star reading assessment, children will be given a range in which they can choose books from. 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, the teacher can adjust the range in from which children are choosing books from.

### **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 atrium 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 colour banded book stock in the atrium.

### Colour Bands for Catch-up Reading Resources

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

- **Little Wandle Rapid Keep -up and Catch up Programme for 7+ -**  
This programme can be used with children who have a reading age below 8 years. The Reading Lead will assess any children who the class teachers feel would benefit from following the programme. The resources for the Rapid catch up programme are clearly labelled and stored in the atrium near the year 4 classrooms.

### The Allocation of Reading Books

Each teacher is expected to have a reading folder and a system 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 weekly 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. The children can also add to the book wish list for their class. When purchasing new books for the library, the English subject leader will refer to this.

The children can borrow the books for up to two weeks.

A child who is a confident reader and is on the STAR reading programme can read a library book instead of a STAR reading book and complete a quiz on the book if the chosen book is on the STAR reading system.

### **Reading over the Summer Holiday**

At the end of the Summer term, Class teachers sort out reading books for the children for their new teacher in the September. An English newsletter is sent out in June/July guiding parents to reading resources that the children can access over the summer break. For the children who are working well below age related expectations, it may be appropriate for the class teacher to send home some school reading books for the summer break. Class teachers can also allocate books to children using Purple Mash.

### **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. Copies of the letter are in the English folder on teams.

<https://thebellbirdpri.sharepoint.com/:w:/s/CurriculumPlanning/EZ36ltUPNsBEnnKRONApHEQBfzXD0O5DCb9uAhl859pphw?e=F1CFjD>

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  
May 2024