



The BAWB Federation

Bainbridge, Askrigg, and West Burton Primary Schools

*Rooted in the message of The Good Samaritan, we provide an aspirational education for all.
We flourish academically, spiritually, and socially, enriching our communities.*

Executive Headteacher: Miss Charlotte L. Harper

BAWB Federation Reading Policy

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Equality Statement:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

Distinctive Christian Vision

This policy has been written and/or adopted with our distinctive Christian ethos in mind:

Rooted in the message of the Good Samaritan, we provide an aspirational education for all. We flourish academically, spiritually, and socially, enriching our communities.

Matthew 22v 37-39 (NEB): Love the lord your God with all your heart, with all your soul, and with all your mind. Love your neighbour as yourself.





INTENT

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” – Dr Seuss

At the BAWB Federation, we believe our primary aim is to give the children in our care the gift of reading. It is only by becoming confident readers that pupils will be able to easily access the other subjects of the National Curriculum and to move onto secondary education - and beyond - fully equipped to learn, grow and succeed. Reading opens up pathways into new ideas and new worlds; children who read are able to satisfy their curiosity and to develop independent learning skills that will take them far beyond the classroom. Children who read also become children who write – it is impossible to achieve the latter without the former.

In order to achieve our aim of enabling every child to become a fluent, confident reader, we keep the following endpoints in mind as we plan our teaching:

- **By the end of KS1:** Children are fluent decoders, able to read age-appropriate texts with confidence as they will have the full arsenal of phonics tools at their disposal. Children will have passed the phonics screening test and the end of KS1 reading SAT.
- **By the end of KS2:** Children are able to read effortlessly, understanding nuances of meaning and drawing on a wide vocabulary. They read widely and often and are fully prepared to access all subject areas in the Year 7 curriculum. Children will have passed their end of KS2 reading SAT.

These are challenging targets but essential if we are to prevent the disenfranchisement caused by an inability to read to an age-appropriate level. Where formative and summative assessments suggest a child may struggle to meet these endpoints, we take immediate action to support them and bridge any gaps between them and their peers.

IMPLEMENTATION

Phonics

We use the Read Write Inc (RWI) programme to teach children to learn to read accurately and fluently with good comprehension, they learn to form each letter, spell correctly and compose their ideas step by step. This scheme is rigorous and systematic, delivered daily ensuring children move quickly through the programme. Importantly, the developers of Read Write Inc share our belief that *every* child can learn to read. Those who are at risk of making slower progress or are new to learning English have additional keep up teaching. Our ‘Keep Up’ children have weekly assessments.

All staff across our federation are fully trained in delivering Read Write Inc, reading leaders monitor and support staff to ensure consistent, quality teaching. We use decodable phonic books and teaching resources matched to children’s ability therefore enabling reading success from an early stage.



Power of Reading

Once children have graduated from the RWI phonics programme, they will embark upon 'Power of Reading'. Developed by the Centre for Literacy in Primary Education, these resources are designed to develop comprehension skills and a lifelong love of reading for pleasure.

As a class, children read a high-quality book chosen to be challenging and yet accessible for their age. They read the book together every day and use what they have read as a springboard for the rest of their English lesson. For example, they might be asked to develop their ability to infer meaning by exploring the feelings and hopes of different characters. They might take part in a class debate in order to develop their ability to express opinions or they might write the next chapter of the book and predict what the author is going to write next.

Reading skills such as these are taught explicitly and are summed up by the VIPERS acronym, which we use in school to help children understand which skill they are developing in which lesson. VIPERS stands for: vocabulary, inference, prediction, explanation, retrieval and summarise.

Individual and one-to-one reading

All children who have finished phonics are given a reading book to read in school and a second reading book to take home. They record their reading in Reading Records and again keep one of these in school and one at home.

Additionally, children who need a little extra support with their reading will read one-to-one with a TA and a class teacher on a regular basis.

Cross-curricular reading

Before the start of a new term, we purchase non-fiction and fiction books designed to support our teaching in foundation subjects and science in the coming units of work. We aim for high-quality, diverse and exciting books that will inspire and enrich children's knowledge and encourage them to 'read to learn'.

Reading at home

Phonics

All of our children are encouraged to read at home as much as possible. We recommend little and often and support this by providing reading books for all children. As children start school, they will engage in the Read, Write Inc (RWI) synthetic phonics programme which teaches them to decode (to read). These children will bring home RWI books that they are able to decode using the phonics they have learned in school. We invite parents to engage in the RWI videos that teachers share with them.

Reading Book

As children move away from the RWI programme, they will all have access to a school reading book. These are banded (pitched at particular reading levels) to guide and support children in making their own choices about their reading material. However, these bands are not rigid and children are encouraged to develop and explore their own preferences.

Library Book

Every child in our schools accesses a school library at least once a week. Each child is allowed to choose any book that appeals to them and parents are encouraged to read it with them where they are unable to read it independently.



Additional needs

In KS1, children are assessed regularly as part of the RWI programme and additional support provided where necessary. For children with significant barriers to learning, daily 20 minute, one-to-one tutoring sessions are provided in addition to their daily phonics session.

In KS2, those children who have not passed their phonics screening test and/or their KS1 reading SAT are given additional phonics teaching. This may take place as part of a small group or one-to-one, depending on need. As in KS1, these children are provided with phonetically decodable reading books to take home. Age-appropriate comprehension skills are still taught within carefully planned English lessons that take into account the child's individual learning needs.

Please read our SEND policy for further details.

IMPACT

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process.

Assessment is carried out:

- orally through questioning.
- by observation of children at work.
- marking of children's work.
- through planned assessment activities linked to the key objectives.

Informal assessment takes place continuously and teachers annotate planning to summarise their assessments.

Teachers make and record an end-of-year assessment, judging whether or not an individual child has met the expected standard for their age.

We also use termly reading assessments: Progress in Reading Assessment (PIRA). The results of these are used in conjunction with the teacher's formative assessment to accurately measure progress over time.

Target Setting

- Analysis of children's performance in tests helps the school to identify and set curricular targets for groups of pupils.
- School targets are set for pupil attainment for the end of Key Stage.
- Optional tests are used to help set end of Key Stage targets.

Reporting Procedures

Annual reports to parents include comments on:

- Pupil progress
- Pupil attainment
- Pupil effort and attitude



LEADERSHIP of READING

Role of the Headteacher

- Lead, manage and monitor the implementation of the curriculum, including teaching and learning (which includes weekly / unit planning).
- With the governors, keep the governing body informed about the progress of the curriculum.
- Ensure that reading retains a high profile in the school's development work.
- Deploy support staff to maximise support for the curriculum.

Role of the English Leader & Reading Leads

The English Leader works closely with the Reading Leads to:

- Ensure that teachers are familiar with the curriculum
- Lead by example in the way they teach in their own classrooms
- Prepare, organise and lead training, with the support of the headteacher
- Support the headteacher in carrying out an annual audit and action plan with staff and governors
- Work co-operatively with the SENCO in providing advice and support for staff
- Observe colleagues teaching on a termly basis, with a view to identifying the support they need
- Attend training and meetings provided by the English hubs.
- Work alongside the headteacher in planning, organising and leading events for parents about the curriculum and our policies
- Discuss regularly with the headteacher and governors the progress of implementing the curriculum
- Report on achievement and the quality of teaching and learning through careful data analysis and thorough monitoring

In addition, the Reading Leads:

- Provide weekly coaching sessions for all staff to ensure phonics teaching is of the highest possible quality.
- Observe and coach phonics teaching staff
- Support with the assessment of all children learning phonics and ensure appropriate interventions are put in place as soon as a child begins to fall behind – keep up not catch up.

Role of the class teacher

- To ensure progression in reading in line with the new curriculum
- To develop and update skills, knowledge and understanding of reading pedagogy
- To identify inset needs in reading and take advantage of training opportunities
- To keep appropriate on-going records
- To plan effectively for reading, liaising with manager when necessary
- To inform parents of pupils' progress, achievements and attainment

Role of Governing Body

- To monitor the effective leadership of English across all three schools through a rigorous monitoring schedule
- To report back to the curriculum committee on a regular basis.