



**ODST**  
Oxford Diocesan  
Schools Trust

# Bampton CE Primary School and Nursery

*Learning together with Respect, Friendship and Perseverance*



## *School Vision Statement*

*We endeavour to enable all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values, to be the best that we can be.*

<b>Title of Policy</b>	<b>Reading Policy</b>
<b>Date Adopted by the Governing Body</b>	<b>July 2020</b>
<b>Review Date</b>	<b>July 2022</b>
<b>Signed by the Chair of Governors</b>	

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

Teaching children to learn to read, develop strong comprehension skills and fostering a love of reading are priorities at Bampton CE Primary School and Nursery. As part of our reading curriculum regular enrichment activities are provided and enjoyed by the whole school such as World Book Day, themed weeks, trips to the local library, visits from local authors/poets etc. The importance of reading aloud to children throughout the school is supported by staff who read daily from a wide selection of agreed quality texts.

### **Intent**

- To encourage children to respond to language in a thoughtful and imaginative way.
- To provide quality teaching of reading which is appropriate to the needs of all children and has high expectations of attainment and progress
- To ensure that every pupil will learn to read, regardless of their background, needs or abilities.
- To deliver a phonics programme that matches or exceeds the expectations of the English national curriculum and early learning goals.
- To hold clear expectations of pupils’ phonics progress term by term, from Reception to Year 2, and the school’s phonics programme aligns with these expectations.
- To provide a sequence of reading books which shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme.
- To give children the opportunities to develop skills, confidence and enthusiasm for reading and create lifelong readers.
- To develop reading for pleasure through access to a wide variety of high quality and engaging texts

### **Implementation**

- Teach children to read accurately and fluently using the Read, Write Inc programme introduced during the summer term of nursery;
- Teach children to understand and respond to what they read using skills such as inference and deduction supported by linking skills to the “reading animals”;
- Planning engages children with a wide range of fiction and non-fiction books, including media and ICT texts and texts from a variety of cultures and traditions;
- Planned opportunities promote reading independently and for enjoyment;
- Provide a range of reading experiences (including individual reading, paired reading, shared reading, guided reading, class stories and poetry, use of the school and class libraries);
- Will involve parents/carers as much as possible;
- Provide stimulating texts which are age related with appropriate graduated vocabulary;

### **Whole School Reading**

At Bampton CE Primary School, we use a synthetic phonics programme ‘Read Write Inc.’ Read Write Inc. is a method of learning centred around letter sounds and phonics. Using Read Write Inc., the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

When using Read Write Inc. to read the children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- Learn to read words using Fred Talk.
- Read lively stories featuring words they have learned to sound out.
- Show that they comprehend the stories by answering questions.

When using Read Write Inc. to write the children will:

- learn to write the letters/letter groups which represent 44 sounds.
- learn to write words by saying the sounds in Fred Talk.
- write simple sentences.
- compose stories based on picture strips.
- compose a range of stories based on writing frames.

Guided reading is taught either in small groups or as whole class sessions. We have animals that link to the different reading skills. Some of these are introduced in KS1 and then used all the way through the school:

- The owl is very knowledgeable; Vocabulary – spotting words and their meanings.
- The elephant never forgets; Sequencing events.
- The lion is a hunter; Searching for information.
- The fox is very sly; Developing inference skills and interpreting the text.
- The hawk has fantastic eyesight; Predicting what will happen
- The dolphin is a communicator; Discussing author's choice and purpose. Making personal responses.
- The beaver makes strong dams; Looking at the structure and features of the text.
- The meerkat is upright and looking around; Making comparisons – spotting similarities and differences.

## EYFS

The curriculum in the Foundation Stage offers many opportunities to develop the skills required for reading. Speaking and listening are two of the first skills to be focused upon; these are developed through listening to stories, shared reading, role-play, opportunities for talk through continuous provision and Phase 1 of letters and sounds.

Within Foundation Stage, there are dedicated reading areas both with indoors and outdoors provision that promote the love of reading. Within the provision, there are key story props and costumes to allow children the opportunity to retell and act out stories or plays they have been sharing.

### Read Write Inc.

In Nursery, the children are introduced to phonics through Phase 1 Letters and Sounds. Through different activities, children begin to develop their phonological awareness. During the summer term in readiness for Reception, the children participate in the more focussed aspects of the Read Write Inc. phonic programme where they take part in daily 10 minute short sessions.

In Reception, the children are introduced to the initial letter sounds (Set 1) during Autumn term. Sessions are daily and last for approximately 15 minutes. As the year progresses, the children are grouped dependent on ability and on their individual progress children. Children will begin to learn digraph and trigraph sounds, using this knowledge to help them read and write sentences as the year concludes. Children will complete a daily Read Write Inc literacy session. Children receive Same Day Intervention and planned guided interventions for 'at risk of delay' children.

## KS1

### Shared reading and comprehension

In KS1 children are encouraged to continue to develop a love of books, building on the positive experiences in the Early Years. Books are used to stimulate children's imaginations. We introduce children to the conventions of books, reading from left to right, turning pages, identifying authors, illustrators, contents pages etc. In Year 2 (once children have completed the Read, Write Inc programme) we also teach reading through Guided Reading sessions where children study a text in small, ability groups, mixed ability groups or whole class lessons, developing skills such as inference and retrieval. Shared Reading also takes place in whole classes or in a smaller group.

## **Phonics**

Daily phonics lessons are taught through the Read, Write, Inc Scheme, from Reception upwards. We place high importance on teaching children how to decode through daily phonics lessons which are done in streamed ability groups across KS1; regular assessment ensures children are in the correct group and those who are not working at the expected phase will have access to intervention groups. The expectation is that children will have completed the Read Write Inc programme by the end of the Autumn term in Year 2 and will continue to develop their reading skills through guided reading and comprehension tasks.

## **Individual readers**

Individual reading books are sent home from the Read, Write Inc scheme as well as other phonics books, from our colour banded books, on a regular basis. We encourage children to read these books more than once as it will develop their reading fluency skills, therefore some books will only be changed on a weekly basis. A full and broad range of texts are available to all children and support is given to help children choose books at an appropriate level. Children are also able to select a book of their choice from the school library. This could be a book that an adult at home reads to them.

## **KS2**

As children develop their reading skills, they are taught to widen their use of books for reading for information, developing the skills of looking up/locating information, skimming, scanning, note taking and use of ICT through interactive texts and research.

## **Shared Reading and Comprehension**

Reading comprehension is taught regularly, including cross curricular links in Topic and Science lessons. Reading for comprehension involves locating and retrieving information from the text; inference and deduction; commenting upon the structure and organisational features of a text; author's use/ choice of language; commenting upon author's intent and viewpoints; identifying themes and conventions; summarising main events and providing reasoned judgments about texts read and providing evidence to justify ideas.

## **Individual readers**

The use of colour banded reading scheme books continues into KS2. A full and broad range of texts are available to all children. Children take home a colour banded book to read at home but are also able to choose a reading book from the library. Children are expected to record their reading in a reading journal (with an expectation of 5 entries a week). Guided reading continues and builds on skills learnt in KS1.

## **Reading for Pleasure**

### **Learning Environment**

In our school, we will strive to develop a love of reading in all children. To support this, we have a whole school reading display that is regularly updated to share children's work and love of reading. This also includes a free book swap where children drop off their old books they have finished with and can take any book they wish from the shelf. Furthermore, within English lessons we use a high-quality text as the starting point for our writing, this stimulates the generation of ideas from texts where all ideas are accepted and valued. Each classroom displays the animals linked to the key skills that they have been working on in Guided Reading. There are also a range of age appropriate texts available to the children, including non-fiction texts related to the topic being covered to encourage and motivate children to read. These are regularly updated and changed to ensure that interest is maintained.

### **Snack and story**

Throughout school, snack and story is implemented into the daily timetable to promote the love of reading. This includes teachers or support staff reading or listening to an audio book to allow children to experience a range of literature and introduce them to different ways in which they can access texts. During this time, we ensure the reading models the use of intonation and expression to bring characters to life and to expose the children to a wide range of literature such as stories, poetry and information texts. This helps to extend children's vocabulary and comprehension, as well as support their writing.

## **Library**

Within the school we have a well-stocked library with a wide range of texts available for all ages that children can borrow whenever they wish. We have also established links with the local library and organise regular visits for all year groups promoting the use of library in our community. As a school, we have been assigned class library cards where books are loaned to the class based on children's selections and used to enhance book provision within classrooms and these are returned in line with regular loaning conditions. In the Summer term, staff from the library visit to deliver an assembly based upon the annual Summer reading challenge to encourage children to read for various rewards.

## **Parental Partnerships**

### **Home Reading**

At Bampton CE Primary School, we value the importance of parental partnerships in order to provide the best education for their child. Parents are encouraged to listen to their children read at home as well as read aloud to their children. Able readers are expected to read independently at home to build reading mileage. Each child from Reception to Year 6 take a 'reading book' home every day, this is a book that the children choose supported by a member of staff to ensure that the text is accessible and in line with their reading ability. Parents are asked to comment/sign their children's reading record book every time their child reads at home. Parents are also provided with guidance about how to best support their children in reading, for instance, examples of questions that they can ask, strategies that are being practised and how to praise specific elements such as intonation and fluency.

### **Parent Workshops**

During the year, Parent workshops are delivered. Within these sessions, parents are able to observe how reading is taught within school and gain advice on how to support their children at home is shared with support packs with resources to use are provided.

## **Impact**

- all pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations
- pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.
- children will be able to read easily, fluently and with good understanding
- allow children to develop a habit of reading widely and often, for both pleasure and information
- to acquire a wide vocabulary, and understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

## **Assessment**

- teachers assess against the planned objectives and at the end of each term they record summative assessment against the corresponding Target Tracker statements
- a half termly summative assessment will be used, laid out in the Read, Write Inc scheme, in order to ensure that pupils are in the correct phonics group and progressing at a suitable speed; as well as identifying pupils who require additional support and intervention
- regular formative assessment of pupils reading takes place across all year groups in order to allow children to progress through the coloured reading bands at a suitable speed
- termly, summative assessments are undertaken to inform teachers of pupils' progress and gaps, which in turn supports planning for the next term

**Reading level expectations for the end of each year group;**

Reception – Pink (RWI)  
Year 1 – Grey (RWI)  
Year 2 – Gold  
Year 3 – Copper  
Year 4 – Emerald  
Year 5 – Pearl  
Year 6 – Free readers