



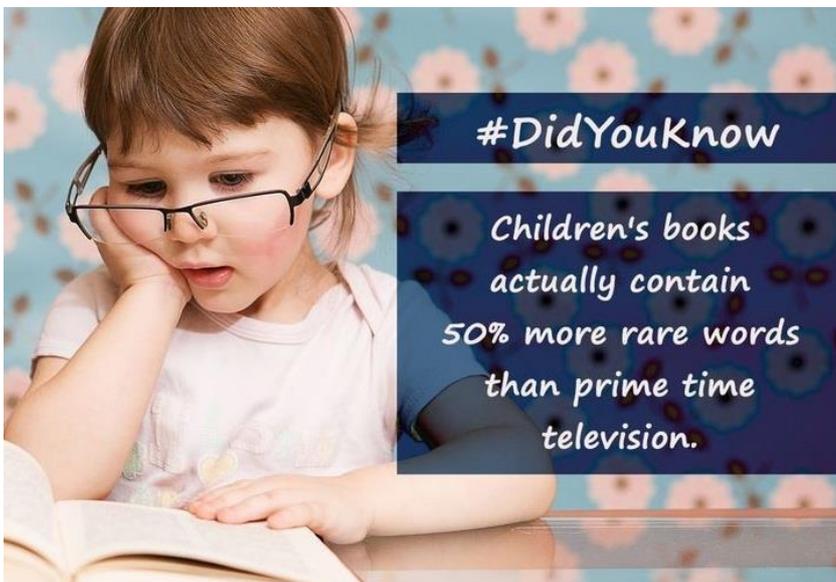
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The Bank End and Hunningley Primary School Partnership

Reading Policy



The Bank End and Hunningley Partnership is proud to be a part of United Learning Multi-Academy Trust. As such, our aim is to bring out the best in everyone. We must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential? Therefore, we expect unreasonably – we constantly challenge children to do what they think they cannot, to persist, to work hard and to be at their best. From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

Learning to read is about listening and understanding as well as working out what's printed on the page. Through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to **read**.



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Reading Intent-Headteacher's Introduction

Our schools understand the challenge that exists between teaching children to be fluent readers whilst ensuring that we support them to develop a life-long love of reading. To this end, we have worked hard to ensure that our reading scheme is congruent with the phonic phases and the sequence of teaching. We stay loyal to Letters and Sounds and make sure that our interventions serve to reinforce gaps that may exist so that we can help children to catch up. We never want to see any child struggling to read as this will inevitably 'switch them off'. Teachers ensure that learning to read is fun and a privilege for everyone. They keep their sessions short and interactive and encourage children to apply their knowledge across the curriculum all the time.

Where children need to catch up with their peers, teachers use reading interventions and precession teaching daily. A child who is in a gap, will be prioritised to read numerous times in different ways daily. Parents will be encouraged to make this the most important home learning they do too.

Every child is allocated a 1:1 reading book and diary in school. All children have high quality reading bags to reinforce the importance of reading at home and school. Children will be regularly heard to read, and they will be supported and encouraged to change their reading book once per week. This is usually when they have explored it, been heard reading it more than once and when they have read it at home.

All our classrooms have exciting reading areas resourced with class libraries. Children are encouraged and given dedicated time to choose a book that they would like to take home to share with their families. This book can and may be beyond their reading expertise, as it is expected that they will have it shared with or read to them.

Teachers model being passionate about reading. They share their favourite books and authors with their classes, and they make listening to stories fun. All classes enjoy a novel, poems and short stories over the course of the year. We encourage our teachers to be confident and dramatic story tellers, children should look forward to their class novel being picked up to dive back into a fun and imaginative world.

In our schools we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum. We ensure that all our oldest children understand the need to continue to develop in this area so that when they move on, reading enables their study at KS3.

Nic Thorpe-Executive Headteacher-The Bank End and Hunningley Partnership



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READING AT HOME IS CRUCIAL

Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. They are encouraged to write in their child's reading record when they have heard them read, to support the communication between home and school. Parents and carers are invited in to read with children during Family Learning Afternoons at points throughout the year. Various reading incentive schemes are also planned to raise the profile of reading at home, and children and families are encouraged to take part in the local library Summer Reading Challenge every year.

Children are rewarded for their daily reads with House Points. Staff monitor reading diaries and alert SLT/PSA if there is a concern. We make it our aim to keep reading important and we will speak to families if we feel that there is an issue.

Reading together is the best gift you can give your child.

Young Children

- Read books and nursery rhymes aloud together
- Talk daily about home and community life
- Sing, draw, and tell stories

Older Children

- Play word games
- Discuss word meanings
- Point out interesting or unfamiliar words
- Ask questions before, during, and after reading

Adolescents

- Talk about learning and connect to school
- Offer a literacy rich environment
- Model reading and writing

Supporting Your Child's Literacy Development at Home

Take part in literacy experiences at home. Taking part can develop your child's reading ability, comprehension, and language skills. It could also improve your child's interest in reading, attitude towards reading, and focus.



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We want to work in partnership with families to give every child the best gift -the gift of being a life-long reader.

Birth to 3 years old
Share a book with your child and talk about the pictures
Sing a nursery rhyme and encourage your baby to join in
Listen carefully to how your child responds, and react back

3 to 5 years old
If you can spare ten minutes a day to read with your child you can make a huge difference to their development. You don't have to read a book, you could read a comic, magazine article or a story you have made up yourself.

5 to 7 years old
How to encourage your child to read
Read yourself! Set a good example by sharing your reading. Let your children see that you value books and keep them at home.
Keep books safe. Make your child their own special place to keep their books. Show them how to turn pages carefully.
Point out words all around you. Help your child to read the words around them: on food packets in the supermarket, on buses, in newspapers, in recipes.

Visit your library – it's free to join! All libraries have children's sections. Many also have regular storytelling sessions.
Make time to read. Read a bedtime story with your child every night. Encourage them to share reading with grandparents, brothers and sisters and aunts and uncles.
Keep in touch with school. Make sure your child swaps their home reading books regularly at school and try to make a regular time slot of about 10 minutes to hear them read.
If English is not your family's first language: You can buy dual language books. You can talk about books and stories in any language

7 to 11 years old
Spend time talking to your child about what they are studying at school. You could work with them to make lists of words for their school topics and use a dictionary together to find out their meanings. Get your child to make up a story to tell you and other family members, especially younger brothers or sisters. Or **talk together** about the books your child is reading or the TV programmes they are watching



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Action and Implementation

Reading at The Bank End and Hunningley Partnership is taught systematically. Some teaching strategies are generic across the whole school, whilst others are specific to key stages. Implementation is by the class teacher or by the higher-level teaching assistants and supported by classroom teaching assistants.

Aims

In our Partnership, we want children to:

- Become fluent, confident and expressive readers
- Read with enjoyment across a range of genres
- Read for pleasure as well as for information
- Read and respond to a wide range of different types of literature
- Understand the layout and how to use different genres and text types
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy
- Build their bank of sight words to enable fluent reading
- Have an interest in words and their meanings, developing a rich and varied vocabulary
- Understand and respond to literature drawn from a range of cultures and literary heritage

We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest
- Pleasure and thoughtfulness
- Critical appraisal
- Independence
- Confidence
- Perseverance
- Respect for other views and cultures
- Reflection

Phonics from the Start

What happens before formal phonics is taught? In Nursery we immerse children in Phase 1 of Letters and Sounds. There are seven aspects taught:

1. Environmental Sounds
2. Instrumental Sounds
3. Body Percussion
4. Rhythm and Rhyme
5. Alliteration
6. Voice Sounds
7. Blending and Segmenting

All the aspects are taught through group times and total immersion in a rich language environment. We aim to do this by providing a totally immersive nursery experience with lots of rhymes, singing time, rhyming stories, clapping rhythms, musical instruments taught through play at every opportunity.

Informal ways to explore letters: e.g. sand moulds, sounds of the week, phonics awareness through modelling writing, or sounding out words.





We also use short discrete group times to model a variety of activities with all 7 aspects taught during the week and use carefully chosen books every day to over learn rhyming words and voice sounds. We encourage children to join in, especially with the repetitive parts to build confidence and learn.

Moving on with Phonics

Once children are ready in the Early Years, they will begin more formal lesson taught using the Letters and Sounds Synthetic Phonic Programme. All our staff are highly trained to deliver this. It is taught daily, systematically both to whole class and discrete groups.

It is important that the teaching of reading is matched to the teaching of phonics. As such, all children must have a banded reading book that matches the sounds they have learnt or learning in their phonics lessons.

| Year Group | Term | Phonics Phase | Book band |
|------------|--------------------|---------------------------------------|-------------|
| Nursery | End of Autumn term | Phase 1 | Lilac |
| | End of Spring term | Phase 1 | Lilac |
| | End of Summer term | Secure Phase 1/Beginning Phase 2 | Lilac/Cream |
| Reception | End of Autumn term | Phase 2 | Pink |
| | End of Spring term | Secure Phase 2/Beginning Phase 3 | Red |
| | End of Summer term | Secure Phase 3/some beginning Phase 4 | Red/Yellow |
| Year 1 | End of Autumn term | Secure Phase 4/ Beginning Phase 5 | Blue |
| | End of Spring term | Phase 5 | Orange |
| | End of Summer term | Secure Phase 5/ Beginning Phase 6 | Turquoise |

Reception or when ready in Nursery:

- Children will enter Reception having been immersed in Phase 1 Phonics and having been exposed to Phase 2 phonics. Most children will begin the year reading a **PINK** book.
- At the end of Autumn term, most children will be able to read the Phase 2 CVC words and irregular words, labels and captions.
- At this point, the children will be ready to start **RED** books.
- At the end of Spring term, most children will be able to read the Phase 3 words and irregular words, labels and captions. They will be beginning to read Phase 3 sentences.
- At this point the children will be reading within the **RED** band.
- At the end of the Summer Term, most children will be able to read the Phase 3 captions and decode regular words. Some will be able to decode regular words of more than one syllable. These children will be secure in **RED** and moving to **YELLOW** books

Year 1 or when ready in Early Years:

- All children should enter year 1 with a secure knowledge of Phase 3. Most children should enter Year 1 ready to read a **YELLOW** book.
- At the end of the Autumn Term, most children will be secure at Phase 4 and be ready to start Phase 5. These children will be secure on **GREEN** books.
- At the end of the Spring Term, most children will have completed Phase 5 and will be securely reading within **ORANGE** books.
- At the end of the Summer Term, most children will be secure at Phase 5 and will be beginning to look at spelling patterns. They will be reading **TURQUOISE** books.





Year 2 or when ready:

- A Year 2 child at ARE will have completed Phase 5 phonics at the end of Year 1.
- Most children who enter Year 2 should be reading a **turquoise** book.
- The emphasis now moves onto grammar, punctuation and spelling ready for the GPS SATs assessment.
- Those children who **did not meet the expected standard** in the phonics screen will continue to receive Phase 5 phonics input in order to bridge the gap.
- At the end of Year 2, children should be reading a **white** book.

Strategies and Aims for Early Years and Key Stage 1

- A commitment to linking reading with writing using The Tales Toolkit
- Shared Reading, using a big book or text on the interactive whiteboard, with small groups or the whole class
- Guided Reading of the same text in small groups, including teaching a range of reading strategies and comprehension
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers/chronological age
- Bug Club, using online reading books carefully selected to match the reading abilities of each child
- Daily phonics lessons, using the Letters and Sounds document alongside the Partnership's own guidance document
- Phonics intervention groups lead by the TA in each class where needed
- Reading of texts linked to topic work
- Story time in which the class teacher reads to the class
- Library visits, including the class library
- Visits from the local librarian
- Children's Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities
- Extra activities to raise the profile of reading, linked to different themes

Our biggest aim is to make sure we teach children systematically, giving them lots of opportunities to practise and be successful to they continue their love of reading and are excited by books and stories. By ensuring that this is our number one priority, we make sure that children are ready for the more formal teaching that will come in KS2 where teachers will work hard to inspire reading, promote a reading culture and plug gaps so that children can 'catch up' with their peers.





Key Stage 2

In Key Stage 2 children learn to become fluent readers with increasingly growing comprehension skills. Children who are in a learning gap are given significant support through daily 1:1 reading and Rapid Reading Interventions to plug both their Letters and Sounds gaps and reading with an adult for fluency.

Developing Fluent Readers

Reading fluency is the ability to read accurately, smoothly and with expression.

Fluent readers recognise words automatically, without struggling over decoding issues.

Fluency is important because it bridges between word recognition and comprehension. It allows students time to focus on what the text is saying.

Staff reading with children on a 1:1 basis use a Fluency Rubric to determine the most important objective to work on. This is important so that the session is impactful on the learner.

NAME _____

FLUENCY RUBRIC

| | 1 | 2 | 3 | 4 |
|------------------------------|--|---|---|---|
| Expression and Volume | Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend. | Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend. | Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend. | Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage. |
| Phrasing | Reads word-by-word in a monotone voice. | Reads in two or three word phrases, not adhering to punctuation, stress and intonation. | Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation. | Reads with good phrasing; adhering to punctuation, stress and intonation. |
| Smoothness | Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage. | Reads with extended pauses or hesitations. The reader has many "rough spots." | Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures. | Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures. |
| Pace | Reads slowly and laboriously. | Reads moderately slowly. | Reads fast and slow throughout reading. | Reads at a conversational pace throughout the reading. |

Scores of 10 or more indicate that the student is making good progress in fluency. Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

Rubric modified from Tim Rasinski – [Creating Fluent Readers](#)

- A commitment to linking reading with writing through a Gather-Skills-Apply pedagogy
- Shared Reading, including use of the interactive whiteboard
- Guided Reading of the same text, in small groups





- Weekly comprehension activities linked to the literacy theme/topic
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers
- Bug Club, using online reading books carefully selected to match the reading abilities of each child
- Regular word level, spellings and phonics work, class or in small groups for those who need it
- Reading intervention groups
- Reading of texts linked to topic work
- Reading for pleasure opportunities
- Other comprehension activities
- Story time in which the class teacher or TA reads to the class
- Visits from the local librarian
- Children's Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities
- Extra activities to raise the profile of reading, linked to different themes, such as Reading Evenings and Reading Challenges

Assessment and Record Keeping

Assessment is used to inform the planning and teaching of reading. We assess reading strategies as well as reading comprehension, using United Learning's Key Performance Indicators, which are broken down into the following domains on Classroom Monitor:

- Word reading
- Comprehension: Clarify
- Comprehension: Monitor and summarise
- Comprehension: Select and retrieve-respond and explain
- Comprehension:
- Inference
- Language for effect

Assessment against these domains takes various formats:

- Individual sheets to record progress and achievements.
- KS1 (and less able KS2 pupils) termly phonics tracking assessment, in which children are assessed against the Letters and Sounds phases and gaps in learning are identified
- Reading tracking sheets using the colour-coded book bands
- Reading record books, in which parents and staff note children's reading achievements and any areas on which they need to focus
- Yearly Phonics Screening Check at the end of Year 1, which is then repeated at the end of Year 2 for those children who didn't meet the threshold mark
- SATs Reading Test at the end of Key Stage One (Y2) and end of Key Stage Two (Y6), as well as optional SATs in Years 3 – 5
- Termly word reading test to give the child's reading age, which is included on the pupils' reports (Alpha to Omega)

Assessment takes place daily through AfL to inform planning and teaching, and children's progress against the objectives within each phase are officially assessed and recorded using the following terminology: working below-working towards-working at-working at Greater Depth.





The end of each phase is as follows:

- End of Autumn Term = November
- Reporting to United Learning = February
- End of Spring Term = April
- End of the Academic Year = June.

Pupil progress meetings, between each class teacher and the head teacher, take place at the end of every Phase, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps.

Single Equalities

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement and to promote the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

'We believe that equality at our school should filter through all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At The Bank End and Hunningley Partnership, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under-The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017'

All children have particular learning needs, including SEND and Gifted and Talented. Outcomes are monitored at the end of each phase (see section above 'Assessment and Record Keeping'), as well as through formative classroom assessment, and provisions are put into place to support identified children, such as Wave 2 and Wave 3 support. Reading materials are carefully chosen to support the Partnership's unwavering approach to equality and the celebration of diversity.

To achieve this, we will ensure that all reading materials (including library books, home-school reading books, guided reading books, classroom reading books, big books, magazines, newspapers and online reading materials) in school:

- Are from a range of cultures, countries and religions
- Are not stereotypical in their depiction of different cultures, countries, religions, race, gender, age and beliefs
- Reflect accurately a range of cultures, identities and lifestyles.

All staff have a responsibility for ensuring that reading materials are checked and monitored before use to ensure they meet these criteria.

Monitoring of the Policy

We are aware of the need to monitor and update the school's Reading Policy on a regular basis so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy at least once every two years. Both schools, as part of the United Learning MAT, have a dedicated Reading Champion, who drives the provision and improvement of reading. However, the leadership of reading is everyone's business. Children need every adult in their life helping them to '**read like they can breathe**'. (Michael Morpurgo-Children's Laureate 2003). Every day.

