



**Birches First School**

**Believe, Grow, Succeed**

**...to be the best 'me' I can be.**



## **Reading Policy Updated September 2023**

Reading is a vital skill that unlocks children's access to and learning across the whole curriculum. At Birches our aim is for our children to be taught to read with fluency, accuracy and understanding. This is achieved through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading!

*'We shouldn't teach great books we should teach a great love of reading'* B.F. Skinner

### **Our aims for reading are to:**

- Instil children with a love of reading that lasts for their lifetime, share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill.
- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.
- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's confidence, fluency, and independence when reading for different purposes.
- Develop children's abilities to reflect on and have an interest in what they have read, and the language and punctuation choices made by the author.
- Use drama and role-play, where appropriate, to immerse children in the text.
- Ensure our children have sound phonic awareness and use a phonics first approach to reading.

### **Our Teaching Philosophy**

The development of reading cannot be seen in isolation from writing, speaking and listening/drama. The best readers are the best writers - we encourage our children to read as writers and write as readers!

The skills of reading are taught in a variety of ways and contexts throughout the school day; At times this is taught as explicit reading lessons and at other times, discreetly through cross curricular tasks.

Each week children take part in:

- Daily 'ERIC' time (Everybody Reading in Class)
- A taught reading session – a blended approach of Whole Class and Guided Reading
- Daily phonics using Little Wandle Scheme (EYFS, Years 1 and 2)
- Weekly spellings
- Daily English lesson
- Daily end of the day class reader
- Daily singing/ nursery rhyme sessions (EYFS)
- Children's visit to the school library

We have three main elements to our reading approach: a Phonics scheme, a Reading scheme and a Guided Reading scheme.

### **Whole Class Guided Reading/ Guided Reading**

Reading skills are taught in classes daily using a blend of Picture Inference, Whole Class Reading and Guided Reading sessions throughout the year (refer to Reading Overview) using Reading VIPERS. Once Upon a Picture and Pobble 365 are used to source quality picture stimulus for discussion, Planpanion texts are used for Whole Class Reading sessions.

During Whole Class reading sessions, teachers create an environment that stimulates the generation of ideas from quality texts where all ideas are accepted and valued. They will model good expression and the use of a 'performance' voice whilst reading to the children in lessons and whilst sharing whole class texts. Teachers will use 'echo' and 'choral' reading to develop fluency when reading.

Our Whole Class Reading sessions are structured around VIPERS, with each session focusing on a specific element or elements.

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence (KS1) Summarise (KS2)

Children are encouraged to explore the vocabulary within the text, ensuring they have a good understanding of what is written as well as helping to extend their vocabulary for use within their verbal and written communication. A new text will be introduced with a focus on developing children's fluency. Echo reading (between adult and class, between groups and within pairs) supports children of all ages to increase their word recognition and fluency. This is coupled with choral reading (everybody reading together).

The following sequence of lessons will comprise of whole class discussion as well as group or individual tasks enabling children to develop and demonstrate their comprehension skills. Children will record their work in their Guided Reading Journal.

Teachers follow a Long-Term Plan of texts which have been carefully selected to reflect (where appropriate) wider learning within the curriculum, events in the wider world, children's interests and a broad range of genres (fiction, non-fiction and poetry) as well as build upon the reading experiences in previous years.

Children in Reception and Year 1 are taught to read through reading practice sessions three times a week. These use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds assessments. They are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books. We continue to teach reading in this way for any children who still need to practise reading with decodable books.

### **Class Reader**

During a daily Class Reader time teachers will bring a book to life, ensuring that children are exposed to a range of quality texts, genres and authors during their time at Birches to broaden their horizons. Teachers will act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature.

### **Home Reading**

Nursery: During the Autumn term, children will begin to take home a 'First Reading Book'. These wordless stories are important in developing 'story talk' skills and an understanding of books.

Reception/ Year 1: From Reception, children receive a carefully matched, phonically decodable book from our Little Wandle Phonics. This book is read 3 times in class (see above) before being sent home to practice, consolidate and apply their phonics learning in class. Children may also receive an additional phonetically decodable book to target any gaps in their phonics knowledge on key phonemes which have been identified for further practise.

When children are secure with Phase 5 phonics (typically Year 2): Once children are confident with Phase 5 phonics, they will be given an individual reading book from our reading scheme to support their developing reading skills. At Birches our reading scheme consists of books from the Collins Big Cat scheme complimented with books from Oxford Reading Tree scheme to ensure that children experience a quality range of genres, themes/topics and book styles.

At Birches we recognise that Reading is not reliant on one specific skill and place great importance on the development of comprehension skills from an early age. We have invested in scheme books up to Year 6 level to enable children to remain on a structured, progressive programme throughout their time at Birches.

All children access the school library and take a book home to share with their adult/s to promote reading for pleasure.

Parents are invited to workshops as well as having information sent home to support parents when reading with their child/ren. As children develop their reading and comprehension skills they are encouraged to complete a book review or task before changing their book. We strongly encourage comments from parents in reading diaries to support children's reading journey at Birches.

## Assessment of Reading

During Whole Class and Guided Reading time, teachers carry out ongoing assessments of children's reading skills which is used to inform subsequent sessions and, where appropriate interventions. Teachers read individually with children as often as they can to ensure books are accurately matched to their reading level and to carry out assessments of their comprehension skills. An online reading diary (Boom Reader) is used to communicate this with parents. Phonics and GL Assessments are used to support teacher assessments.

### Birches First School Overview of Reading Scheme and Approaches to Setting Reading Books



children visit the school library weekly to choose a book to enjoy at home and promote a love of reading.

## Reading band/stage alignment

Our reading bands align the stages of Oxford Reading Tree and Collins Big Cat. Please see below;

Collins BIG CAT (Birches Scheme)	Expected Year Group Progression		Project X / National Reading Band/ Colour	Oxford Reading Tree (New titles*)	Oxford TreeTops	Old ORT Brown to Black Oxford Level	Rapid Reading	Heinemann Storyworlds
Orange	Y E A R  2		6 Orange	Stage 6 Orange		ORT 6 – orange spine	Stage 3	Stage 6
Turquoise			7 Turquoise	Stage 7 Turquoise		ORT 7 – light green spine	Stage 4	Stage 7
Purple			8 Purple	Stage 8 Purple		ORT 8 – brown spine	Stage 5	Stage 8
Gold			9 Gold	Stage 9 Gold		ORT 9 – turquoise spine	Stage 6	Stage 9
White			10 White	Stage 10 White		ORT 10 – pink spine	Stage 7	
White Plus (age appropriate books to extend HA readers at KS1)								
Lime	Y E A R  3		11 Lime	Stage 11		ORT 11– purple spine	Stage 8	Heinemann Literacy World
Lime Plus (age appropriate books to extend HA readers at KS1)					Stage 12			
Copper			12 Brown		Stage 12/12+	Stage 8	Stage 9	Stage 1
Topaz						Stage 9		
						Stage 10		
Ruby			13 Grey		Stage 13/13+	Stage 11	Stage 12	Stage 2
Emerald	Stage 12							
	Stage 13							
16 Sapphire	Y E A R  4		14 Dark Blue		Stage 14	Stage 14	Stage 15	Stage 3
						Stage 13		
Diamond	Y E A R  5		15 Dark Red		Stage 15/16	Stage 16	Stage 17	Stage 4
						Stage 15		
Pearl	6		16 Black			Stage 18	Stage 19	Stage 20

Updated September 2023