



Jewell Academy
Bournemouth
an Aspirations Academy

READING POLICY

Date of last review:	September 2022	Review Period:	1 year
Date of next review:	September 2023	Principal:	Alex Waddington
Type of policy:	Academy	LAB or Trust Approved:	Aspirations

SELF-WORTH

ENGAGEMENT

PURPOSE

'Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background.'

The Reading Framework, 2022

At Jewell Academy, we strongly believe in the importance of building a love of reading from a very early age. We pride ourselves on a clear, consistent, whole school approach to reading and prioritise that competence in reading is fundamental to many aspects of life and is central to independent learning. We recognise the significance of proficient reading skills as being a key factor in the academic and social success of our children both during their time at primary school and beyond into their adult lives.

The teaching of reading starts as soon as the children join us in Pre-School or Reception through high-quality phonics lessons, sharing diverse, current and exciting texts and by ensuring every child leaves us on their first day with a book to take home to read. The children have daily lessons where they are taught how to read and how to understand and enjoy what they have read. Reading is at the heart of our curriculum and all children are given many opportunities to apply their reading skills in all subject areas. Reading is fundamental to accessing the full curriculum and future education and therefore proficiency in reading, writing and spoken language is vital for pupils' success. As a result, by the time our children leave us in Year 6, we aim for all children to not only be confident and able readers, but to also have developed a love of reading that will last a lifetime!

Purpose of the policy:

Reading engagement is not possible if children struggle with the basic mechanics of reading. Fluency and enjoyment are the result of careful teaching and frequent practice. Therefore, the purpose of this policy is to ensure that all staff understand the high expectations agreed, whilst establishing and maintaining a consistent approach to the teaching and learning of reading across our school; ensuring that all learners have exposure to high quality texts and high quality learning opportunities. The effective teaching of early reading and comprehension requires not just a well-structured and progressive programme but its consistent implementation in every class. Consequently, this will ensure that excellent attainment and progress is achieved by all children, regardless of ability, gender or socio-economic backgrounds.

Our aim is for the vast majority of our pupils' to:

- Develop a lifelong love of reading through diverse and multicultural high quality texts,
- Be able to use their sound phonics knowledge read age appropriate texts fluently and accurately, with a good level of understanding,
- Become confident readers in order to access the full curriculum of learning,
- Acquire and develop a wide base of sophisticated vocabulary,
- Be exposed to and appreciate a wide range of high quality texts,
- Articulate their understanding of the text, in both written and spoken forms,
- Be able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Phonics and Early Reading

In direct reference to National Curriculum and Ofsted expectations, we will ensure that:

- direct, focused phonics is taught every day in Reception and key stage 1
- children read from books with the sounds they know, while they are learning to read
- teachers and teaching assistants provide extra practice through the day for the children who make the slowest progress (the lowest 20%)
- all children in Year 3 and above can read age-appropriate books
- teachers instil in children a love of literature: the best stories and poems

We have carefully considered which systematic phonics programme would be best for our children at Jewell Academy and use Supersonics Phonic Friends to deliver high quality phonics and early reading lessons. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it.

'Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading.' The Reading Framework, 2022

The Supersonic Phonic Friends programme ensures consistency across the teaching of Phonic stages across EYFS, KS1 and for those in KS2 who need further support. Lessons are taught with rhythm and pace, promoting active engagement - ensuring teachers make every minute count. We also use mnemonics and actions to promote physical participation; ensuring all children can engage in their learning and can:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge. In EYFS we emphasise the alphabetic code. The children rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for children at risk of making slower progress. This learning is consolidated daily. Children also have frequent practice in reading high frequency words with irregular spellings – common exception words.

We constantly model and engage children to establish a love for reading. EYFS has their own library and KS1 are able to access their own library as well as books within their book

corners. We ensure that every child reads a book that is matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. As well as a phonics book, children also take home a reading book for pleasure. Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. This takes place during impromptu slots within the day as well as designated 'Reading for Pleasure' time.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day. Children write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Pupils who need 'catch up' interventions

We closely monitor children's reading progress and rapidly put in place intervention to support such as NELI in EYFS and phonics intervention groups (lowest 20%) in KS1. Our aim is that all children are fluent and confident in their phonics knowledge by the end of Year 2 however for those who still need support, rapid action is put in place to address their gaps.

'After year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. The word-rich get richer, while the word-poor get poorer. Most of them will catch up if they receive a few months of intensive individual or small-group teaching; they should not need this extra support indefinitely.' The reading framework, OFSTED 2021.

Children identified as not passing the Year 1 Phonics Screen, complete half termly phonics assessments in Year 2. This is tracked on Phonics Tracker and enables teachers to identify the particular phase of phonics which is not yet secure. Targeted intervention and specialist teaching is then implemented and the Phonics Screen is re-taken at the end of Year 2.

Children identified as not passing the Year 2 Phonics Screen, continue to complete half termly phonics assessments in KS2. Targeted intervention and specialist teaching is then implemented to ensure that all children are working at or above phase 5 phonics.

Phonics resources and fully decodable texts have been purchased for these interventions:

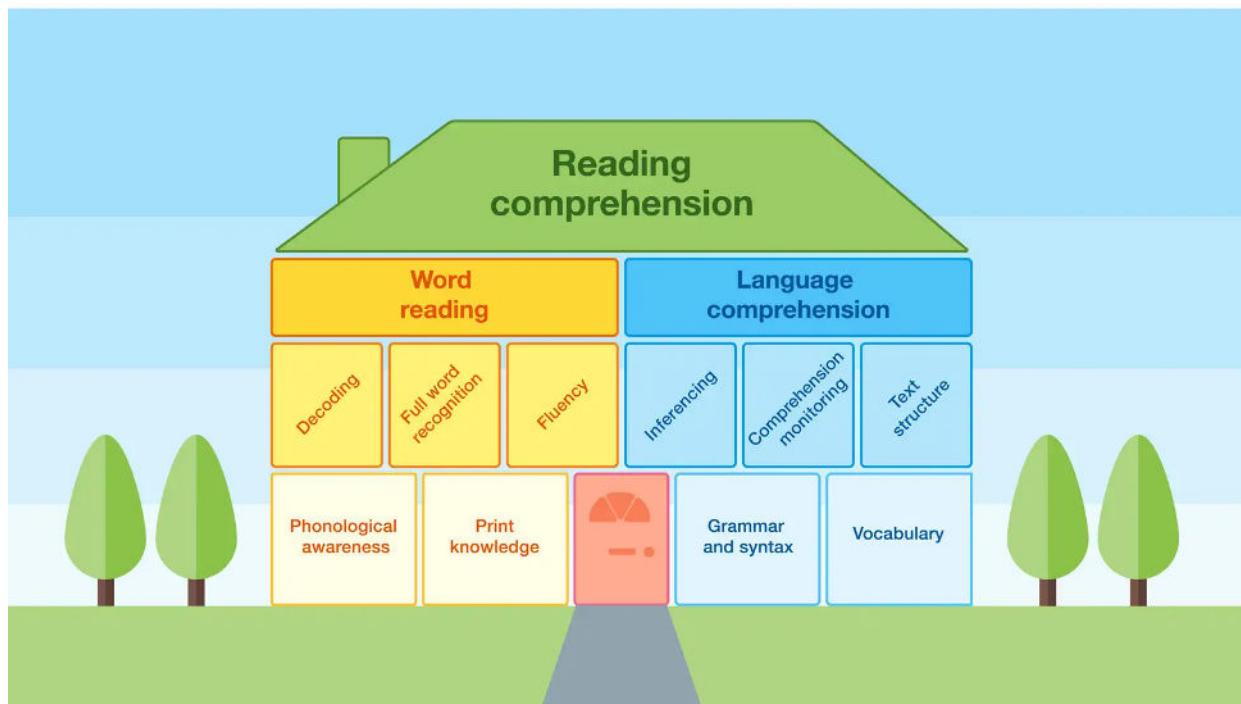
- Supersonic Phonic Friends
- Collins Big Cat Books

Children repeat the phonics assessment half termly. Once a child has 'caught up' and is working at or above phase 5 phonics, they are removed from the intervention.

Whole class reading and language comprehension sessions:

'Close reading involves the sustained, detailed analysis of a short extract and thus focuses on the development of word knowledge, background knowledge and text knowledge through deep discussion.' Liben, M. (2020).

Figure 2: Reading comprehension—the sum of many parts
Adapted from Hogan, Bridges, Justice, and Cain (2011)



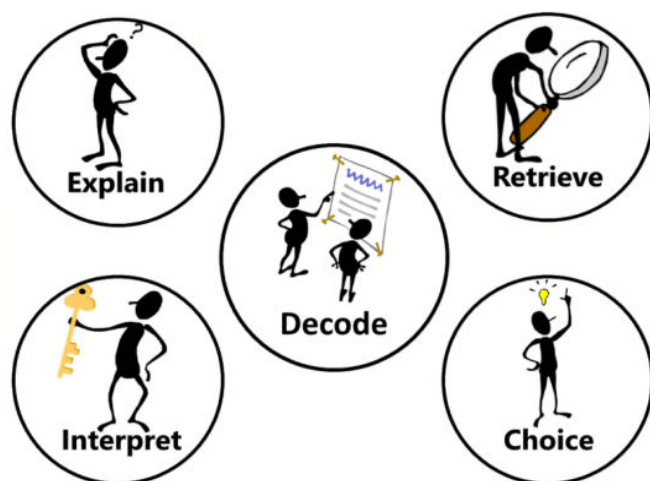
Every week, each class will read a section of their class text or an extract. During these sessions, teachers will focus on:

- Encouraging and instilling a love for reading
- Developing fluency (accuracy, automaticity and prosody)
- Developing a deep understanding of vocabulary
- Discussing the purpose, audience and formality of the text
- Developing and modelling comprehension strategies when responding to a text (DERIC)
- High quality discussion between peers and teachers in response to the text
- Book talk - This could be a discussion on the class novel or a text of a different genre. This is also an opportunity for the class to discuss the books that they are reading currently and make any recommendations to other children based on what they have read recently.

During these sessions, teachers will model how to successfully craft written answers. Children are then given time to independently apply their understanding and answer a series of questions based on the chosen reading skill.

DERIC is a whole-class reading approach that equips pupils with the necessary skills to be successful readers. It focuses on building fluency and embedding comprehension skills with

direct, taught sessions. DERIC stands for Decode, Explain, Retrieve, Interpret and Choice. These are all closely linked to the assessed strands in the end of key stage assessments. Jewell Academy promotes the use of a variety of carefully selected literature that is matched to the attainment level of pupils. These texts have subtle challenge and allow pupils to



reinforce fluency, decoding and comprehension skills regularly. The activities, or level of support, are adapted for different abilities so that all children can access the learning objective and be challenged. This whole-class reading approach supports rapid progress of lower ability readers. Research suggests this is due to exposure to higher-level questions and answers. Pictorial stimulus or activities which are designed to have a comprehension focus, but reduce the amount of decoding, can also be used to support SEND/EAL pupils.

Independent Reading:

'Pupils should be taught to read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.' (NC2014: reading)

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +

We have invested hugely in books that have been carefully structured in cumulative steps for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases. At Jewell Academy, we have a clear and progressive system following the 'Oxford Reading Tree Levels' in KS1 and Accelerated Reader in KS2. Teachers

carefully track the progress of children's reading and support them to select the appropriate text. So that beginner readers read books at the right level of difficulty, leaders at Jewell Academy have made sure the organisation of the books matches exactly the order in which Grapheme Phoneme Correspondence (GPCs) are introduced in the programme. 'Decodable' books and other texts make children feel successful from the very beginning. They do not encounter words that include GPCs they have not been taught. If an adult is not present, they are not forced to guess from pictures, the context, the first letters of a word or its shape. In line with the Oxford Reading Tree, we have a wide variety of banded reading books to support children to develop their reading fluency between levels 1-12.

Using teacher assessment, Salford reading age and AR STAR assessments, the teachers support children to select books at the correct level to allow independent reading which develops the children's fluency. Once a child is reading at a new Accelerated Reader band or teacher assessed (through reading or using the Salford Test to assess if they are at or above their chronological age), they are quickly moved on to the next colour book band or AR bracket. This system has been designed to support children to select a book at the right level of challenge whilst also ensuring that they have access to a wide selection of high quality, engaging books.

Accelerated Reader was introduced to support children in developing word reading, vocabulary comprehension and comprehension skills whilst encouraging a positive attitude of reading and a love of books. All children in KS2 have access to the Accelerated Reader scheme, providing staff with accurate assessment of children's comprehension skills. For those Year 2 children reading beyond Lime book band, Accelerated Reader is also introduced to them during the summer term.

Each half-term, the children will complete a Star Reader test and will be given a ZPD (Zone of Proximal Development) score. This score gives them a band of books that they can choose from to read. Once they have finished the book, the children complete an Accelerated Reader quiz. Children should aim to score 80-90% on this quiz. If below this, the band of books may be too high and this should be evaluated by child's teacher. Our large library is organised by Z.P.D bandings so children can easily select a book within their banding from a diverse range of both fiction and non-fiction texts. To ensure pupils are reading at the correct level for their reading capability a STAR test is administered every half term. Staff will check the quiz records regularly and monitor how often children are reading, as well as the score they are achieving on the quizzes.

Accelerated Reader STAR reading age is collected 4 times a year to monitor progress and to ensure that interventions are in place to support both vulnerable pupils whilst challenging high ability pupils.

Shared reading/Class readers:

The main aim of storytelling is to breathe life into the words, capturing children's attention rather than simply entertaining them. When teachers read aloud to a class, they try to replicate for children what it feels like to have someone's undivided attention while sharing a story. This is why reading aloud is a priority at Jewell Academy.

- Each half term, classes are allocated a high-quality, age appropriate class text.
- These are shared with the class and read aloud to the children (either by an adult or child), including discussion of the text and vocabulary.
- Class readers have been carefully selected by the leaders and class teachers of the school to ensure that they match the age of the pupils and cover a wide variety of texts across KS1 and KS2.
- These texts have been carefully selected because they offer opportunities to:
 - Expose the children to a range of well-known authors and classic texts.
 - Extend the children's vocabulary.
 - Ensure children see themselves in these books
 - Help children to understand the lives of people whose experiences and perspectives may be different from their own.
 - Elicit a strong response from the children.
 - Expose children to high quality texts from around the World.

'Everybody loves a good story. Even small children who have difficulty focusing in class will sit with rapt attention in the presence of a good storyteller. But stories are not just fun. There are important cognitive consequences of the story format. Our minds treat stories differently than other types of material. People find stories interesting, easy to understand, and easy to remember.' D Willingham (2017)

Our teachers are really passionate about their reading material and this in turn ignites a reading spark in our Jewell children.

Reading for Pleasure:

'Reading practices can play an important role in reducing the gap between the reading proficiency scores of students from different socio-economic backgrounds'. OECD

At Jewell Academy, we aim to ensure that all of our children are able to decode text efficiently, understand the meaning behind what they read and gain a lifelong love for reading. We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment, because we know that extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement.

Throughout the year, Jewell Academy does a number of things to encourage reading for pleasure:

- Investment into reading corners for reading for pleasure books
- Pupil voice on new books to purchase

- R4P time scheduled into the day - this is prioritised by staff and is scheduled as part of the day's timetable to ensure it does not get missed.
- School council reading corner competitions
- Reading displays promote adults reading their own books
- Monthly author or the month display
- Reading Champions/ Librarians – Our Reading Champions play a big part in the running of our school library. These are children who have applied for the position because they are passionate about reading.
- Literacy calendar – Throughout the year, significant reading events are celebrated in school. These include World Book Day, National Poetry Week and Roald Dahl Day
- Reading celebrated weekly in celebration assembly
- Reading celebrations in the newsletter
- Author visits to school
- Playtime reading areas

Assessment and tracking:

'Close and regular assessment of children as they learn to read is vital if teaching is to match their capacity to learn and if difficulties are to be identified when they first arise, and overcome.' Ofsted, 2021

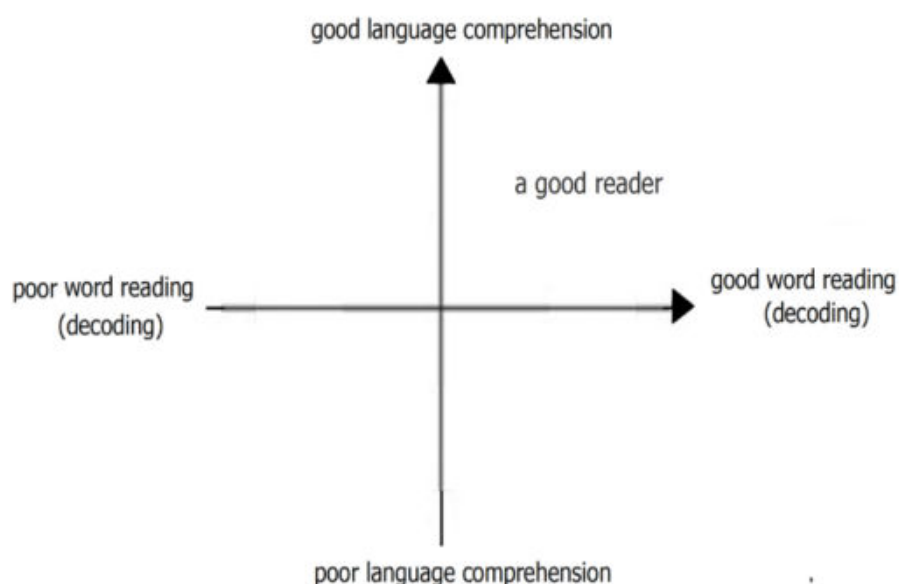
Each year, pupils' reading age, speed and comprehension are assessed termly to ensure that children are able to fluently read and comprehend age appropriate texts. Where children are not yet reading at an age appropriate level, intervention is swiftly put into place to improve outcomes. The information from this assessment is used to inform future planning, intervention and teaching. A child's STAR reading age / Salford reading age and KS2 PiXL reading speed will also be used to inform their reading AR level or book band.

Termly assessments include:

- Salford reading age
- PiXL reading speed
- PiXL reading comprehension tests

Pupils who need to 'catch up' - fluency and language comprehension:

Jewell Academy is determined that every child will learn to read, regardless of their background, needs or abilities. As a result, we recognise the importance of supporting the children who are below age-related expectations. The lowest 20% of readers are identified on each class RAP and are heard to read every day by an adult in school. This is made a priority by staff and a running-record of these is kept so that they can ensure no child misses out. The lowest 20% of readers take part in daily paired reading and in addition may also receive tagged intervention for HFW/CEWs so these children also become confident, fluent readers and we close the reading gap. The lowest 20% are reviewed every half-term, and may change, depending on progress. Where necessary, Reading support for the lowest 20% of readers may also be supported by plans on the child's Individual Education Plan (IEP). Children who are unable to achieve the phonics expected standard at the end of Year 2 will proceed to reading intervention support in Year 3. Phonics is continued in KS2 for those who need it including application practice with decodable reading books.



For those children who passed the Year 1 phonics check or are assessed as working at or above phase 5 phonics but lack fluency and comprehension when reading age-appropriate texts, targeted interventions are put in place to improve reading age and fluency.

The following intervention resources have been purchased for these interventions:

- Oxford University Press - Project X: Code X
- Paired Reading
- HFW/CEW bespoke intervention
- PIXL 3 and 3
- PIXL Speed Reading
- Lexia Core 5 Reading programme

With each of the above programmes, progress is tracked by the leading adult. Reading age and reading speed are also assessed four times per year to monitor the impact of the interventions. When a child has 'caught up' and they are able to read fluently at or above an age-appropriate level, they are removed from the intervention.

Reading across the curriculum:

'Curriculum time is therefore likely to be most effectively used in ensuring that pupils read fluently and to develop their wider curriculum knowledge and vocabulary, so that working memory can be directed towards making meaning of a text.' (Ofsted research review series, Pg. 22)

To allow for children to widen their curriculum knowledge and be exposed to increasingly challenging texts across various subjects, we have planned reading extracts which are used to promote reading and vocabulary across the curriculum. We also introduce Tier 2 words monthly to expand children language understanding and use across a range of contexts.

The library and librarians:

The school library is well-stocked to include a wide range of texts and genres. Children have full access to the library, in EYFS and KS1 children also have their own library and all year groups have a well stocked, current supply of books for reading for pleasure in their book corners. They are guided to select a book appropriate to their reading age (AR) but can then supplement this text with another book (from their book corners) of their choice/interest and explore different genres, including fiction and non-fiction texts. All books can be taken home to share and enjoy with parents/carers.

Children can visit the library at any time of the week, as directed by the class teacher. However, each class has a designated time slot to visit the library once a week as a whole class. During this time, teachers are able to support the children selecting a book and model a love for reading.

Parents and carers and reading at home:

All children have been provided with a year group specific reading record. The expectations of reading at home are the same throughout the whole school and the reading record reminds parents of this expectation: all children should read at least 3 x per week for a minimum of 15 minutes (this can be a book, magazine, newspaper, kindle etc.). Space has been provided for parents to communicate with the teacher about the reading session at home. Parents and carers are encouraged to listen to or discuss the text at least 3 times per week, to ensure that quality reading is taking place. Parents and carers are encouraged to discuss the language within the text to support pupil's understanding of new vocabulary. In turn, this supports the quality of the children's writing. Teachers are responsible for checking home/school contact books on a weekly basis. Parents are also encouraged to attend workshops throughout the year, our most popular one being 'Books for Bedtime' in which children attend school in the evening and hear stories being read by staff whilst parents attend a Phonics and Early Reading workshop to support reading at home.

Parent readers in school:

Reading Rangers is a small group of parent volunteers who come into school, supporting teachers with 1:1 reading. All Reading Rangers have met with a member of SLT to discuss their role within school. All Reading Rangers have a DBS and have completed a full induction.

Celebrations/ Rewards:

Reading is celebrated weekly in celebration assembly. The school is recognised for the number of words and books read altogether as well as those children who have read the most amount of words in a week. Children receive a 5 star sticker for reading 5 times a week and children who have read every week over a half term will receive a special star pin badge in recognition.

Monitoring:

The Academy Improvement Plan and English Action Plan form the basis of when, who and what is to be monitored.

This is likely to include:

- Learning walks and observations of reading sessions across the school
- Monitoring of planning and assessment
- Pupil progress meetings
- Analysis of data
- Hearing pupils read
- Pupil voice

Aspirations Academies standards team also monitors provision regularly throughout the year.

Review:

This policy is subject to yearly reviews by the English leader and SLT.

Upon review, amendments will be made in line with the Academy Improvement Plan and shared with all staff.