



Reading at Belmont

Intent

Our aim at Belmont Primary School is for children to develop a love of reading and to become confident and fluent readers by the end of Key Stage 1. We believe it is our core purpose to teach EVERY child to read before they leave Belmont to continue their educational journey. We want our children to quickly develop automatic decoding skills and to progress rapidly from 'learning to read' to 'reading to learn'. We will support them on their journey from decoding to fluency and comprehension. As the children grow, we want them to mature into enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts. We want children to love literature. We believe that if children can become fluent and fascinated readers, they will have the skills needed to both succeed and enjoy.

The Reading Curriculum

Reception

A great deal of learning in EYFS is centred around a storybook to support the wider aims of the Early Years Curriculum to develop cultural capital for the children. Building on what children already know about reading and stories, we develop early reading behaviours through shared texts; hold a book the right way up, knowing that print carries meaning. 'Drawing Club' shares a different book each week as a stimulus for writing.

Read Write Inc Phonics (RWI)

We use RWI as our synthetic phonics programme. This is a rigorous and highly structured approach and children are taught according to their phonic knowledge in small groups. The children are taught new phonemes each week and there is time given to reviewing and consolidation. Children are assessed every 6 weeks and the groupings are adjusted accordingly. As a result, all staff have an in-depth knowledge of children's next steps and gaps.

Home-School Reading in EYFS

In Reception children take home the following books:

- Decodable Reading book. Every child is given a Read Write Inc. (RWI) Reading book that has been closely matched based on regular phonics assessment. They are changed at least once a week or as soon as the child has read the book twice, to build confidence and fluency.
- Story books are also sent home to encourage reading for pleasure. They are designed to be shared at home and the children are not expected to be able to read them independently.



Key Stage 1

In Key Stage 1, the focus remains on providing a daily, high quality phonics lesson using RWI phonics so that children quickly learn to read independently and with confidence. We teach whole class Speed Sounds lessons, allowing children to progress quickly and confidently through the sound programme. Following on from the Speed Sound lessons, children read a book matched to their phonic ability over a minimum of 3 days. This follows the same sequence each time as outlined in the Read Write Inc handbook. Children aim to 'Performance Read' by day 3, where they are reading fluently and with expression. Careful modelling of retrieval and inference is clearly planned through careful questioning and 'Think alouds'.

Home-School Reading KS1

In Key Stage 1, children will take home the following books:

1. Children will have a phonetically decodable RWI book to take home, which is very closely matched to their phonic ability. Children are assessed every half-term, or sooner, if identified to the Phonics Leader. The children work through the RWI programme from Ditty Books to Grey Books.
2. When children graduate phonics and move into Year 2, they begin to use Accelerated Reader. They will complete a Star Reader Quiz, which give the children a reading age and a ZPD range from which children will be taken to the library to choose their closely matched reading book.
3. Reading for Pleasure Book – children will be able to choose reading for pleasure book from the classroom box. It does not have to be gaged at their level, as it can be read by an adult to the child.

Class Reader in Key Stage 1 – Daily 10 minutes

Every class will have a 10-minute session timetable daily where they will listen to a story being read to them by an adult (usually a picture book in Year 1 and in Year 2 they will be introduced to chapter books). It is carefully selected from the Belmont Literature Spine, or in line with the recommendations of the reading framework.



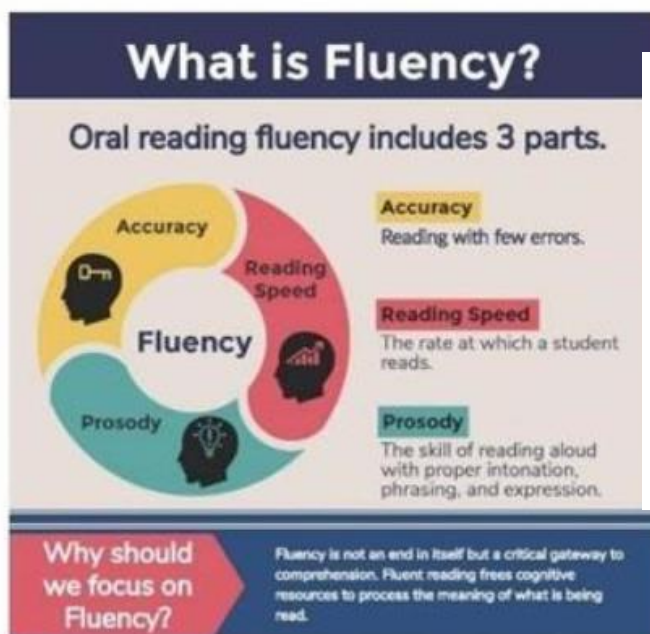
Choosing books

Does the book:

- elicit a strong response – curiosity, anger, excitement, laughter, empathy?
- have a strong narrative that will sustain multiple readings?
- extend children’s vocabulary?
- have illustrations which are engaging and reflect children from all backgrounds and cultures?
- help children connect with who they are?
- help children to understand the lives of people whose experiences and perspectives may be different from their own?

Fluency

When children have graduated phonics in Year 2, they will begin a highly structured fluency programme. This is an 8 week programme carefully designed to bridge the gap between phonics and comprehension. We have worked closely with LEAD Teaching School Hub to train all staff in the delivery of Fluency Sessions. Children are assessed using the ‘Fluency Rubric’. This gives children a score for the following areas: Expression and volume, phrasing, smoothness and pace. By assessing children in this way we are able to identify their next steps and track progress across the programme. Children in all year groups, who are identified as having specific difficulties with reading fluency, are given a fluency intervention.



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 choppyness. 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.



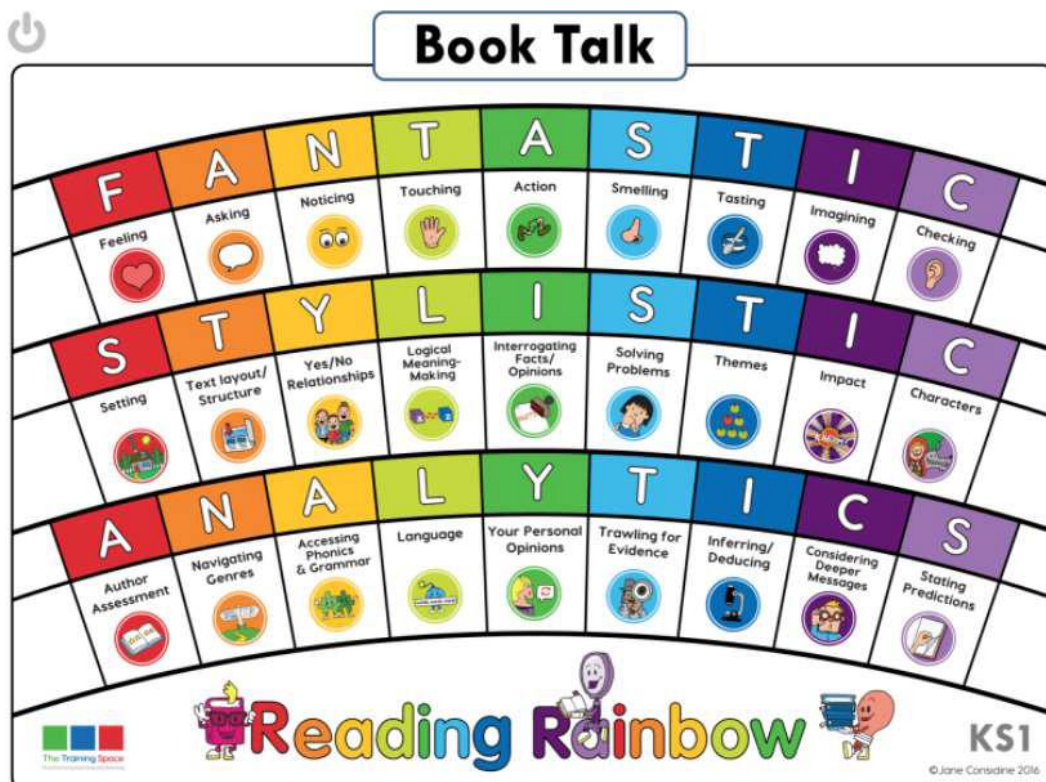
Book Talk in Year 2-6 – Daily 30 minutes

As a school we have adopted 'Book Talk' (Hooked on Books) by Jane Considine. It provides a systematic way to teach reading strategies across the whole school. It is underpinned by certain guiding principles:

- Pupils are organised into reading attainment groups and share a set of books.
- All pupils in the class will be accessing narrative, non-fiction or poetry at the same time
- Over the two-week period, the children will have five Book Talk sessions, three Demonstration Comprehension sessions and two Independent Comprehension sessions (see timetable below):

Day	Week 1	Week 2
Monday	Book Talk	Book Talk
Tuesday	Demo Comprehension	Demo Comprehension
Wednesday	Independent Comprehension	Book Talk
Thursday	Book Talk	Book Talk
Friday	Demo Comprehension	Independent Comprehension

Book Talk is structured with three reasons to read. The reasons to read are taken from 'The Reading Rainbow'. One reason is taken from the top layer of the rainbow under FANTASTIC. The second reason is taken from the STYLISTIC layer. The third reason is taken from the ANALYTICS layer. These are introduced to the pupils in chunks and it is through these generic lenses they think and discuss their reading material.





Key Stage 1 Assessment and Record Keeping

The monitoring of progress in reading is the responsibility of the class teacher with the support of the reading leader. Assessment is a positive and regular record of the child's progress.

We carry out:

- Phonics assessment every half-term carried out by the Phonics Lead.
 - Year 2 who are part of the Accelerated Reader programme complete 'Star Reader Quiz' every half-term, which demonstrates their reading age and ZPD reading range.
 - Individual reading record – Home/School reading comments are made.
 - Termly NFER testing
 - Mock Phonics Screening Year 1
 - Half-Termly Pupil Progress Meetings
- Book Talk observational notes.



Book Talk Assessment Record

Term _____

Expected Standard at Year 2 On Track	F I can spot positive and negative emotions in the story A I can read dialogue with expression N I can find devices used by the author to create a setting/scene T I can find examples of 'touch' words or sentences in stories and non-fiction A1 I can generate questions about the text in relation to action in the story S I can recognise that smell can evoke particular roads and atmospheres T1 I can explain how authors can reflect a sense of time and place using taste I I can deduce what a character might be thinking using both text and pictures C I can locate relevant information about noise, noise levels and silence in stories and non-fiction	S I can explain in detail where a story is set. T I can recognise the differences between front covers for non-fiction and stories. Y I can categorise relationships and begin to use vocabulary from the text to describe the nature of them. L I can identify a story's beginning, middle and end. I I can generate questions before reading and later retrieve specific answers to my questions. S1 I can consider parallels between story characters' problems and real-life issues. T1 I can notice the dominant idea in a story and how characters reflect the theme. H I can identify interesting parts of a story/non-fiction text and explain why. C I can compare how one character is similar or different to others.	A I can notice how writers emphasise messages, e.g. CAPITALISATION, a sentence on its own, words and illustrations combined. N I can understand the differences between narratives and play scripts. A1 I can identify apostrophes used to show omissions and can pronounce the contracted forms correctly, e.g. can't, don't. L I can identify how words/phrases have been used to create effects, e.g. humour, atmosphere. Y I can discuss how and why a story is similar/different to my personal experiences. T I can retrieve information from a text to support a personal argument. I I can make simple inferences about thoughts/feelings/reasons for actions. C I can locate specific information that reflects the message of a story. S I can predict what might happen next on the basis of more than one clue.
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Three reasons to read	Date	Date	Date	Date	Date	Date	Date	Date
	Text	Text	Text	Text	Text	Text	Text	Text
N A M E								

Key: No Evidence Beginning To Satisfactory Evidence Good Evidence

Year 1 Phonics Screening Check

During the Summer Term of Year 1, children take the Phonics Screening Test, which is a national requirement. The children will be asked to read a range of real words and nonsense words, all of which can be decoded using their phonic knowledge. The test is administered in a low key, low pressured way. If a child does not meet the required mark, they will retake



it in the Summer Term of Year 2. The score of the Phonics Screening Check is reported to parents.

Year 2 SATs

Children in Year 2 will take a SATs reading paper. These are national tests and although the results are no longer collected by the government, we use these to inform progress measures from Year 2 to Year 6.

Reading in Key Stage 2

In Key Stage 2, children meet a broader range of texts in fiction, poetry and non-fiction.

Home-School Reading in Key Stage 2

In Key Stage 2, children take home the following:

- Reading book- every child takes home an Accelerated Reader reading book that is very closely linked to their individual reading ability (as assessed by Star Reader Quiz.) Children who have not graduated phonics will take home a RWI book closely matched to their phonic ability.
- It is the teacher's responsibility to ensure a child's book is closely aligned to their reading ability.
- Children also choose a book for 'Reading for Pleasure' from the classroom book boxes. Children should be encouraged to change these regularly. Children who are taking part in fluency intervention will take home the fluency texts to practise at home.

Class Reader in Key Stage 2 – Daily 10 minutes

Every class will have a timetabled daily 10-minute session, where they will listen to a story being read to them. The class teacher is responsible for selecting high quality fiction from either the Belmont Literature Spine or a book chosen in line with the key principles from the reading framework outlined above.

Fluency Interventions

Children in KS2 who have been identified as having difficulties with reading fluency take part in a highly structured Fluency programme. Their starting point and progress is monitored through an assessment tool called 'The Fluency Rubric'. All children who graduate the RWI phonics program have this fluency teaching. All staff are training in the fluency programme



and teachers are skilled in assessing and monitoring the fluency intervention that is delivered by trained teaching assistants.

Book Talk in Key Stage 2 – Daily 30 minutes

As a school we have adopted 'Book Talk' (Hooked on Books) by Jane Considine. It provides a systematic way to teach reading strategies across the whole school. The principles of this approach are outlined in the Key Stage 1 section of this policy.

Key Stage 2 Assessment and Record Keeping

The monitoring of progress in reading is the responsibility of the class teacher with the support of the Reading Leader. Assessment is a positive and regular record of the child's progress.

We carry out:

- Accelerated Reader programme - they complete a 'Star Reader Quiz' every half-term, which dictates their reading age and ZPD reading range.
- Individual reading record – Home/School reading comments are made.
- Book Talk observational notes
- NFER termly assessment.
- Half-termly pupil progress meetings – to identify children who have made accelerated progress or slow progress.

Year 6 SATs

Children in Year 6 take the SAT reading paper. These are national tests and the results are collected by the Government. The results are shared with parents and feed into our school-development planning document.

Reading for Pleasure

Reading for pleasure is an integral part of our school ethos. We strive for all children to enjoy reading. We are always looking for new ways to promote a love of reading. We have tried the following so far: Terrific teacher recommendations, Reading for Pleasure book boxes in each class, reading ambassadors, a book swap shelf and reading buddies.

Inclusion, adaptation and intervention

The principles of inclusion apply to all aspects of the teaching of reading.

Teachers monitor progress in reading closely and intervene as soon as possible where gaps are identified. This could be as straight forward as a 10 minute session used to recap phonemes taught in an earlier phonics lesson. Sometimes an alternative approach might be most beneficial to support individual children to make progress.

Progression in reading is monitored every term (see assessment). If children are deemed not to be making the required progress, then additional intervention strategies are used to



support them.

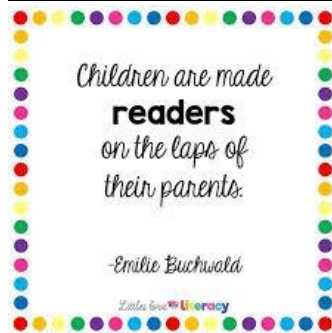
They include:

- Targeting child as a daily reader
- Extra top-up phonics
- 1:1 phonics tutoring
- RWI Fresh Start Intervention (KS2)
- Pre teaching.
- Nessy phonics online.
- Precision teaching.

Reflecting diversity

We are working to ensure that the books in our school reflect a wide range of cultures and traditions from the UK and around the World. We want to ensure that all members of our school community, whatever their ethnicity or cultural background, can access books that reflect their life. We also recognise that it is our duty to broaden the experience of the children in our care by ensuring that they are exposed to the diversity of our nation and of the wider world through positive encounters - books play a vital role in this being achieved. We use the 'Windows and Mirrors' book list devised by Ruth Miskin <https://www.ruthmiskin.com/windows-and-mirrors-booklist/> . Our books are reviewed and new books added, as needed, to reflect diversity.

Home Learning and Parents Role



- Our expectation that *every* child reads at home *every* day.
- We ask our families to record their child's reading in their reading record.
- Children are given incentives for reading regularly.
- Reading in EYFS and KS1 should be with an adult. In KS2, it is expected that reading will become more independent but we do ask families to read regularly and record

ALL reading in the reading record.

- Parents will have an induction to Phonics and Read Write Inc. when children start in Reception.

School Library

The non-fiction library should be used by children to deepen their understanding of the wider curriculum. Additionally, many children are drawn to non-fiction, especially reluctant readers. Therefore teachers make time for children to access the library as a reading for pleasure opportunity.



Role of the Reading Leader in School

- Have a very clear vision for reading.
- In-depth knowledge of phonics and early reading.
- Liaise with Phonics Lead on early reading, timetabling and decision making.
- Monitor school data to identify strengths and development areas for cohorts and specific groups within each group
- Provide guidance and support for staff in areas of planning, preparation and delivery, assessment and record keeping.
- Provide inset for all school staff.
- Plan and organise reading events throughout the school year.
- Ensure parents understand their role in developing children's reading and help them become skilled and confident.