



Burton End Reading Policy

February 2021

At Burton End Primary Academy, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is vital 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; therefore, we pride ourselves on the fact that reading is given a high priority at Burton End, enabling the children to become enthusiastic, independent and reflective readers being exposed to a wide across a wide range and types of literature, including different text types and genres.

Our aims at Burton End Primary Academy are for all children to:

- Gain a love for reading.
- 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
- Develop and inspire confidence in reading so as to enable a greater level of fluency
- 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

Teaching and learning

To support with the teaching of reading at Burton End Primary Academy, we use the Success for All (SFA) programme of study from Early Years Foundation Stage to Year 6. Success For All initially lays strong foundations in both oracy and literacy with Early Years pupils and goes on to provide the systematic teaching of reading throughout the primary years. Success For All is more than just a reading programme, it promotes cooperative learning behaviours and positively supports engagement through the teaching of reading.

Nursery – KinderCorner

KinderCorner is a comprehensive Nursery program based on research that helps children make sense of the world around them, fostering strong development of oral language and phonic skills. Daily 10-minute phonics lessons are taught and skills continue to be developed within the continuous provision. A reading corner is always open within the continuous provision giving the children the opportunity to explore and develop a love of books. This is supported by a weekly visit to the School library where pupils choose books to read and listen to a story read by an adult.

Reception – KinderRoots

This Reception programme is aligned to the Early Years Foundation Stage framework. The Kinder Roots programme helps ensure pupils enter Year 1 with:

- Age related language, reading, writing and mathematical concepts and skills
- A basic knowledge of science and the world around them
- The social skills, self-reliance and confidence necessary to succeed in primary school.

Reading is taught daily through the Success For All program and is embedded through daily phonics session. The phoneme which is taught within the phonics session then develops into the reading in the form of guided reading and shared reading books. Guided reading is differentiated to meet the needs of all pupils and includes the use of Success For All shared stories as well as Oxford reading tree books. This provides an opportunity for teachers to model reading to the pupils and for the pupils to read along with the teacher. 1:1 reading is also used to support pupils developing skills.

Reading books are sent home regularly as well as key words for the pupils to practice reading. This includes common exception words and phonics based words.

SEND Hub

The SEND Hub will use both KinderCorner and KinderRoots resources in order to meet the needs of their pupils. Daily phonics lessons are taught in a way which meets the pupils needs. Pupils will have reading books which they can take home as well as reading in School.

Key Stage 1

The Roots programme is aimed primarily at ensuring pupils achieve English National Curriculum reading at the Key Stage 1 Expected Standard.

It builds upon their existing knowledge of phonics from Foundation Stage, but will also help them develop a significant vocabulary of words they recognise by sight. It also aims to encourage a love of reading, since Roots uses a rich variety of teacher-read books. Comprehension skills are also developed through discussions and questions in the shared and STaR stories.

Roots' daily programme is built around three basic components:

1. **FastTrack Phonics**
Builds children's phonetic awareness by using colourful mnemonic pictures, integrated with alliterative phrases, sounds, and letter cues. Fun elements, such as games, ensure it remains enjoyable, as the fast-paced systematic instruction reviews and introduces sounds and their written representations.
2. **Shared Stories**
It uses vibrant storybooks to engage children in practicing their decoding, fluency, and comprehension skills. New vocabulary is introduced then children are guided as they decode the story with their partners. The teacher will also lead whole-class discussions that encourage higher-level thinking skills. These will stimulate children's oral language and cognitive development, as they become confident, enthusiastic readers.
3. **Story Telling and Retelling (STaR)**
Teachers will read both fiction and non-fiction books interactively with children as part of daily lessons. Using partner talk and response, they will start to develop children's

early skills of predicting, clarifying and questioning, to support the development of effective reading strategies.

In addition to the daily 35 minute reading lesson, pupils in EYFS, SEND Hub and Key Stage 1 will:

- Reading book and reading diary to take home. This will be monitored by the class teacher.
- Have regular 1:1 reading sessions with either a teacher or LSA. The frequency of these will depend on the needs of each child.
- Phonics and reading intervention groups.
- Daily story time with the Class Teacher or sometimes LSA
- Timetabled visits to the School library
- Whole school reading incentives which encourage a love for reading.
- Access to Reading Owls.

At the end of Key stage 1, most year 2 pupils will begin the Wings Success For All programme in preparation for Key stage 2.

Key Stage 2

The Wings Success for All programme is aligned to Key Stage 2 English national curriculum. The Wings programme enables pupils to enjoy reading and aims to create fluent and confident readers by the end of year 6.

The Wings programme supports and challenges both lower ability and more competent readers by the range of texts and tasks set. The Wings curriculum is based entirely around real books by famous authors with over 100+ units ranging from one to four weeks long in a wide variety of genres from fiction to non fiction, poetry to plays, classical extracts to digital e-texts. In most cases, pupils will read the whole book, giving them 'reading stamina' – something that Government advisers have found lacking in the past. The Wings programme has a clear progressive structure ensuring all pupils are exposed to a wide range of texts.

Wings supports teachers in developing essential KS2 literacy skills such as inference, deduction, summarisation, prediction and questioning. Weekly units contain mini comprehension quizzes based around question type identification strategies, which research has shown to be excellent preparation for Year 6 SATs tests. All questions are categorised into:

- Copy Cat – uses the retrieval skills. This is when pupils copy the answer from the text.
- Text Detective – uses inferential skills. This is when pupils use the text to support their answer.
- Judge and Jury – uses evaluative skills. When pupils need to deduce, infer, interpret information, events or ideas from the text.

Year 6

In order to prepare pupils for the end of Key Stage 2 SATs tests in May, pupils will progress onto the Success for All revision programme. This provides pupils with a structured reading and comprehension programme which mirrors all the aspects of the SATs reading papers. The revision programme lasts for 2 terms and is completed in a revision book similar to that of SATs.

In addition to the daily 35 minute reading lesson, pupils in Key Stage 2 will:

- Termly speed reading checks using the PiXL speed reading resources and trackers.

- 1:1 or group reading sessions with either a teacher or LSA. The frequency of these will depend on the needs of each child.
- Tutoring with the lightning Shed intervention for children working below the expected standard in Year 3 and 4.
- PiXL PLC interventions
- Daily story time with the Class Teacher or sometimes LSA
- Timetabled visits to the School library
- Whole school reading incentives which encourage a love for reading.
- Reading book and reading diary to take home. This will be monitored by the class teacher.
- Access to Reading Owls.

Literature Spine

At Burton end we are developing a whole school reading spine. The reading spine will prescribe a diet of reading books which all pupils will have access to within each year group. This is to ensure breadth and depth to pupils reading knowledge in addition to their daily lessons.

SEND and Equality

All pupils will be given equal access to reading lessons and resources. Pupils learn to read at different speeds therefore interventions will be given to pupils who need additional support. Tutoring with the Lightning Squad is a phonics interventions which supports with the development of phonics and reading skills.

PiXL also provide a range of intervention resources for the different components of reading. This includes for support with reading speed, fluency, decoding and comprehension as well as specific question types and skills.

Assessments

Regular phonics and reading assessments will take place from Yr1-6. This will follow the Unity Trust assessment calendar. This normally consists of regular phonic assessments in Year 1 and 2 as well as termly comprehension assessments using passed SATs paper in Yr2 and 6 and PiXL comprehension assessments in Yr3-5. This are used to identify gaps in learning of whole classes, groups and individual pupils. PiXL therapies will be used to support identified gaps in learning.

Success For All termly assessments take place to assess pupils oral reading skills, comprehension skills, reading fluency and ability to read the high frequency words. The assessment data underpins the phonics taught as well as the STaR story used in the teaching of Roots. Assessments take place in the summer of Reception and termly in Year 1 and 2. Reception pupils also do assessments based around the 45 key words to identify next steps.