

Bordesley Green Primary School Reading Policy



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Intent

At Bordesley Green Primary School, we hold reading in the highest regard. Reading is a key life skill that is needed to access the world around us and we, as a school, are dedicated to enabling our children to **become lifelong readers that read fluently with confidence and enjoyment**. Through a wide curriculum that integrates reading throughout, we strive for all children to become successful at comprehending texts that are both **meaningful and challenging**. We believe that our developing reading culture, that promotes vocabulary, reading skills and discussion, encourages all children to be **active readers**. Our school community works together to ensure that, regardless of when their journey begun, **every child becomes a reader**.

Implementation

In order to support the high percentage of children we have with English as an additional language as well as high mobility seen within the school, we provide daily experiences for children to be immersed in reading through a structured programme. This ensures that all of our children, no matter where they are on their reading journey are given planned and structured daily sessions to ensure that they become a fluent, confident and enthusiastic reader

- Our early readers are provided with high quality, systematic phonics teaching from the start of Reception.
- We promote a strong reading culture that focused on the importance, purpose and enjoyment of Reading
- We ensure early identification of pupils who need additional support so that no child falls behind.
- We model and teach the importance of reading fluency and give all children the opportunity to practise

- We teach comprehension skills in KS2 through a fully planned and resourced scheme which ensures high quality teaching and consistency in learning

Early Readers

We teach reading alongside our systematic phonics scheme 'Unlocking Letters and Sounds' which uses fully decodable books matched to the programme. The books used are Ransom Reading Stars Phonics books.

Phonics

We promote a 'phonics first' approach in both our Guided Reading sessions at school and in the books children take home. Texts are closely matched to a child's current phonics knowledge so that every child can experience real success in their reading. In these crucial early stages of reading we primarily use books from Ransom Reading Stars Phonics to ensure complete fidelity to the Unlocking Letters and Sounds progression we follow.

Once children progress beyond decodable texts, they move onto our book banded scheme so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers.

Each Guided Reading book within the Ransom Reading Stars scheme has been carefully planned to recall phonemes within the text, decode words, explore new vocabulary, and question comprehension skills. The planning for Guided Reading is provided by the 'Unlocking Letters and Sounds' scheme and used by all staff using these phonetically decodable books within school to ensure there is consistency in teaching.

More information about our phonics scheme can be found in the BGPS Phonics policy.

Fluency

The aim of our phonics programme is for all children to become fluent readers as quickly and as systematically as possible as outlined above. Throughout school, all children develop their reading fluency in the classroom with modelled, echoed, choral and independent reading opportunities. Less able readers have more opportunities to practise reading fluently through an intervention with an adult either 1:1 or in fluency groups with readers of the same ability.

Our reading records have been designed to allow readers to work on fluency before all other skills. Reading record proformas and detailed guidelines are available in each class reading folder. These records are the responsibility of all teaching and support staff and should be reviewed regularly.

We encourage opportunities for the children to read independently by ensuring that children have access to a range of different types of books in their book corners, opportunities to visit the library and daily reading sessions in the classroom.

One further strategy we use in our mission to cultivate fluency and reading for pleasure in our young readers is Read Aloud Time. Read aloud time is timetabled at least 3 times a week in each classroom. This time is dedicated to adults reading a high-quality book that is chosen based on children's wider curriculum topics and well-known classics, poems and authors as well as books recommended such as Pie Corbett's reading spine and page turner list. A list of high-quality books that are suitable for each year group are provided for each class to choose their books. These sessions are purely for the children to hear quality texts that are rich in language and build a love of reading in the classroom.

Our homework policy outlines that parent/families listen to and give their children opportunities to read on a regular basis, however we appreciate this is not possible for all parents especially those with little or no English. We work with our dual language staff to offer support to these parents. Our Community Hub and Parent Ambassadors offer parents conversational English classes as well as formal ESOL qualifications. They also offer classes that show parents how to share Nursery Rhymes and stories with their children.

Comprehension

At Bordesley Green Primary School, we use two methods to work on comprehension. In Reception, Year 1 and Year 2 (Autumn term), we use a guided reading format to work with small groups of children on decoding, fluency and comprehension skills. For years 2-6, we use Whole Class Reading from the English scheme of work: Ready Steady Read by Literacy counts. This scheme focuses on children accessing new texts and developing reading strategies and skills that link with the national curriculum content domains and objectives for each year group. Children in years 2-6 who are unable to access the class text due to phonics ability may be given alternative guided reading sessions focusing on their phonics phase.

Guided Reading – Reception, Year 1 and Year 2

Guided Reading takes place daily for 30 minutes in Reception, Year 1 and Year 2 (Autumn term only). These sessions aim to develop children's confidence in reading through developing fluency and comprehension.

Adult led sessions

During Guided Reading, children participate in adult-led reading sessions each week.

Reception and Year 1- Read with an adult 2-3 times a week

Year 2- Read with an adult once a week with less able readers reading 3-4 times a week

These sessions include:

- An adult modelling fluent reading: demonstrating accurate decoding, blending, appropriate pace and prosody.
- Opportunities to decode words that match children's current phonics knowledge
- Encouraged participation: every child has opportunities to read aloud and practise independently.
- Immediate guidance and support: support and encouragement for children to apply their phonetic knowledge.
- Taught and developed comprehension: answering questions about characters, events, vocabulary and meaning.
- Assessment of progress: Identify children who require additional practice and adapt support accordingly.

Independent Activities

Children who are not participating in adult-led reading are engaged in purposeful, independent activities appropriate to their reading ability. These may include revisiting previously taught phonics through practical games and small group activities. Children also practise fluency and develop reading for pleasure through word reading, re-reading familiar texts and exposure to well-known stories. When appropriate, they will also complete comprehension related tasks linked to content domains that have previously been taught and modelled through their adult led sessions. All activities provide children with opportunities to practise, consolidate and apply their reading skills independently.

Whole Class Reading- Ready Steady Read

Ready Steady Read is a daily 40-minute whole-class reading lesson designed to explicitly teach and develop the key skills children need to become confident, fluent and increasingly independent readers. Texts rotate every week to include a balance of Fiction, Non-fiction and Poetry.

Lessons 1-4

Lessons 1–4 follow a consistent structure. Each lesson begins with a visual stimulus and an extract, encouraging children to activate prior knowledge, make connections and engage

with the text. The teacher then provides high-quality modelling by reading the text aloud fluently, using appropriate prosody, expression and phrasing.

Key vocabulary is explicitly explored, with children given opportunities to retrieve, read and discuss words within context. All children then develop their reading fluency through strategies including teacher modelling, echo reading and choral reading.

The teacher explicitly models the application of a reading content domain through carefully planned questioning and modelled responses. Children then apply the taught skill independently or collaboratively with a partner. Each session concludes with a short quiz incorporating test-style questions, allowing children to revisit and apply the skills taught during the lesson.

Lesson 5

Lesson 5 has a slightly different structure and includes a greater emphasis on spoken language. It begins with a quiz that revisits and consolidates the reading skills taught across Lessons 1–4.

Children then take part in a Speaking Spotlight activity designed to develop speaking and listening skills through activities such as role play, performance and debate. A new extract provides further opportunities for explicit vocabulary teaching, teacher modelling and fluency practice.

Children then independently apply the reading skills developed throughout the week by answering questions based on the new text. Responses are reviewed as a class, with the teacher modelling high-quality answers and giving children opportunities to reflect on, edit and improve their own responses. This activity is recorded in their reading journal.

Adaptations to the weekly sequence

Where fewer reading lessons are possible due to events such as bank holidays, school trips or other changes to the timetable, teachers may use their professional judgement to select which of Lessons 1–4 to prioritise. However, all extracts from the weekly sequence should still be read and discussed, ensuring that children are able to make connections across the texts and access the intended learning for the week.

Evidence

Evidence for the week should show at least one piece of the independent work from the children where they have applied the taught reading skill in years 2-6. Supported work may be shown in addition to this.