



**The Bishops' C of E
Learning Academy**



Kernow Learning
Building Excellent Schools Together

Reading Policy

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Appendices:	0
School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01637 876317 or email thebishops@kernowlearning.co.uk

Christian Distinctiveness

At The Bishops' Church of England Learning Academy, our mantra, 'Faith to Belong, Believe, Aspire and Achieve' is based on The Parable of the Mustard Seed:

If you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move. Nothing will be impossible for you. Matthew 17:20

This underpins our Christian vision statement at The Bishops':

We belong to Team Bishops' where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We believe that we will achieve through inspirational, exciting and challenging learning that utilises our natural environment. We aspire to create endless possibilities for our pupils and to make a positive contribution to society. We achieve by enabling everyone to flourish academically, spiritually and emotionally.

Prioritising reading

Reading is a school priority within our School Development Plan. At The Bishops', all members of staff and governors recognise that reading is an essential life-skill, which helps to develop children's vocabulary and comprehension. We also wholeheartedly believe that reading helps to provide children with a fundamental understanding of the wider world. We promote a life-long love for books, as we understand that this helps children succeed not only in reading, but across all aspects of the curriculum and beyond.



We ensure staff training helps to equip teachers with the skills needed, to instil a love for reading amongst all our pupils. We aim for all staff to be trained in early reading and phonics, so they are able to confidently deliver engaging, daily sessions. We want teachers to be reading experts, who are confident and able to develop and enhance all children's reading abilities, in creative ways. Reading knowledge and skills are explicitly taught every day to all classes. In addition to this, monitoring of reading across the school is thorough and robust.



Children are actively encouraged to read at home every night with an adult and this is celebrated. Reading Records are used throughout the school to promote reading at home. These records are checked frequently and form the basis of an on-going dialogue about reading between children and adults in the classroom. These conversations are individualised, ensuring that children's reading is valued and rewarded.



Developing a love of reading

All staff and children are passionate about reading at The Bishops'.

Teachers and teaching assistants read to their classes every day using high-quality texts, incorporating fiction, non-fiction and poetry. In EYFS, adults share picture fiction and non-fiction books daily, which are selected by the children, using a voting system. Teachers also select other high-quality texts to focus in on particular skills. In Year 1 and beyond, a longer chapter-book is read daily, which often links to the class topic work to strengthen background knowledge. As well as this, a poem is shared in each class, each day.

Our older children act as 'reading buddies' to the younger children and share their love of stories and books, at carefully planned times throughout the week. Individual children are presented with reading awards in our celebration worship assembly. As well as this, 'Head Teacher's Reading Tea and Cake Parties' take place, to celebrate children's reading efforts. Children who will benefit, also read with our therapy dog, at specific times throughout the week.

In each classroom, there is a well-stocked library area, consisting of a range of fiction and non-fiction books. We subscribe to the Education Library Service and select new books, each term. Children's reading interests are taken into account when new books are chosen, allowing them to take ownership of the books available to them in their class. As well as this, pupils have access to a range of texts, which are linked to topic work, within the classroom.

Children choose books from their classrooms and our library area. Our library has been carefully organised: there is a specific area for EYFS and Key Stage One to access; a non-fiction selection of books, organised by subject and fiction-books arranged by the author surname. As well as this, we also have an area where books are organised into reading levels.



We believe that children need to be given the opportunity and encouragement to read independently, in order to build confidence, stamina and fluency, as well as develop their experience and enjoyment of a range of books and authors. The children who have progressed from Read Write Inc, begin to access books on the Accelerated Reader Programme and are provided with the opportunity to read independently, each day.

The digitally based reading software provides children with a reading level and suggests books that match their reading age and interest. However, we do not limit children to choosing books from a specific level, but instead have individual conversations with them about their choice of book and help them to select an appropriately challenging and engaging read.



Children read the books that they have selected from their classrooms and the library and they complete quizzes, to gauge their understanding. Once a half-term, children are invited to bring in their own book from home and time is dedicated to sharing and discussing books, during 'reading recommendation time'. We also host reading swap events, where children bring in their own book from home and swap it for another one.

The library stocks Dyslexia Friendly books which are carefully chosen to engage reluctant readers and those children who find reading a challenge. Staff help children choose books based on their interests, ability and suitability. Book stocks are reviewed each year using [Teachers and Librarians - Barrington Stoke](#)

Reading Curriculum and Progress

- **Early Reading - Read Write Inc.**

At The Bishops' we teach early reading through the Read Write Inc. (RWI) phonics programme. The structured programme helps children to learn to first decode words and then to develop fluency so they can focus on developing their skills in comprehension, vocabulary and spelling. At the core of the programme is the lively and vigorous teaching of synthetic phonics.

Read Write Inc. lessons are fun and engaging and all staff who deliver the reading sessions are fully trained. There are five key principles that underpin the teaching and learning in all *Read Write Inc.* lessons:

- a) **PACE** – Our children are active and involved in every session. We ensure that no time is wasted and that every minute of learning is maximised.
- b) **PRAISE** – Our teachers constantly praise the children for their efforts. The children are also encouraged to praise each other and as a school we have developed a number of 'praise actions'.

- c) **PURPOSE** – Each activity has a clear purpose. The teacher will share the purpose of each activity with the children so that they know exactly what they will be learning.
- d) **PARTICIPATION** – All children are supported to be involved in each part of the lesson.
- e) **PASSION** – Our staff are extremely passionate about the teaching of Read Write Inc. We love teaching the sessions and watching our children become confident readers.

Our phonics programme begins in our Nursery where our children have small group phonological awareness sessions and are supported to develop vital speaking and listening skills through games, songs and rhymes. From the very first week in Reception, children begin to learn phonemes (segments of sound) and the corresponding grapheme (the letter/s that represent the sound) during daily 'speed sound' sessions. These decoding skills are then further built on in KS1 where children learn to read words using the sounds they already know, as well as alternative graphemes.

Children are given lots of opportunity to practise these newly taught skills, using both new knowledge and previously taught knowledge to read both 'green' words (those that follow phonics rules) and 'red' words (irregular words that are learnt by sight). Children then read groups of books that are specifically written to support progress through the scheme and include both fiction and non-fiction texts. The children practise reading each book with their partner, usually 3 times. The first time to practise decoding the words, the second time to develop fluency and practise reading with expression and the third time to develop their comprehension by answering 'find it' and 'prove it' questions about the text. Each book focusses on a particular sound or set of sounds, allowing the children to re-visit the sounds they have been learning most recently.

The lessons are taught daily and pupils are regularly assessed and grouped to enable appropriate challenge and pace throughout the programme. Children are also encouraged to practise reading daily at home and parents are invited into school for reading workshops to ensure a consistent school/home approach. More information about how RWI is taught at The Bishops' can be found at:

[RWI at The Bishops' C of E Learning Academy](#)

VIPERS Daily Sessions

After children have progressed from the Read Write Inc programme, they continue to access daily, high quality reading sessions. The aim is to provide children with the skills needed to fully understand a text. We use VIPERS (vocabulary, inference, prediction, explanation, retrieval and sequencing-KS1/ summarising-KS2) question stems in each year group to structure these lessons, enabling children to answer a range of questions about their reading. These lessons are differentiated to suit all learning needs. Children read a range of texts including non-fiction, poetry, narrative extracts, as well as complete novels.

Within each lesson a range of VIPERS skills are covered. Sessions are predominantly teacher led, however, each week children also have the opportunity to work in a group with an adult, as well as complete an independent task. Specific reading skills and strategies are clearly modelled; questions are scaffolded and discussions are planned to help to deepen children's understanding of all of the VIPERS skills. Teachers use VIPERS sentence stems, to generate discussions and ensure children are provided with opportunities to become confident identifying what questions are asking them to do and subsequently answering specific questions.

- **Speaking and Listening**



Approaches to teaching and learning encourage pupils to voice their ideas in small group and class discussions, as we recognise that sharing and explaining concepts with peers enhances learning. Staff model the use of higher-level vocabulary within their speech and expanding children's vocabulary is a key focus from EYFS. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context. Oracy is encouraged and speaking and listening skills are taught explicitly – sentence stems are used to scaffold conversations between pupils on a one to one and small group basis.

Poetry sessions provide children with the opportunity to practise rehearsing and learning texts off by heart. Reading sessions encourage pupils to explore unfamiliar vocabulary and expand their knowledge of words. Staff model correct grammar in speech and encourage children to reflect this in their use of spoken and written language. Children are given the chance to orally rehearse ideas for writing regularly. Drama is used across the curriculum to explore and engage children in their learning. This gives children the chance to embed vocabulary in shared activities. Classes and worship leaders, lead worship (at school and in church).

- **Monitoring and Intervention**

Progress of reading is regularly monitored through regular formative teacher assessments, termly data reviews and more formal end of term assessments. Those children who are not making expected progress are quickly identified and daily 1:1 intervention or small group sessions are put in place to ensure they get back on their expected path. We complete reading provision maps, to document the support in place for our children who need it the most and regularly review the success of interventions.

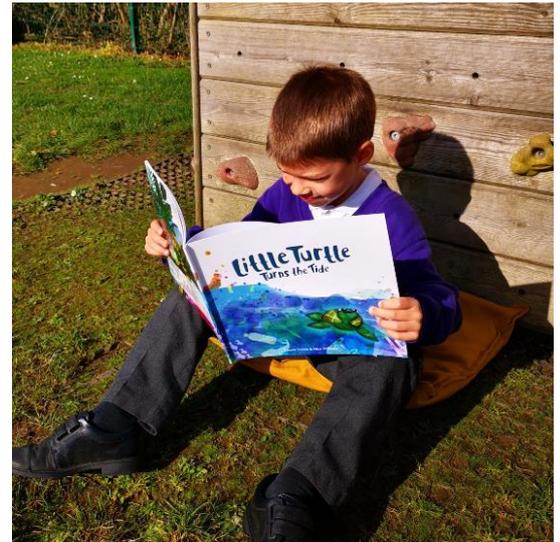
- **Targeted Intervention**

We provide targeted support to our lowest 20% of readers. These children are identified through: RWI assessments, mock phonic screening, teaching formative judgments and also end of termly summative assessments. In Key Stage 1, children are supported through frequent 1:1, or small group coaching with a RWI trained member of staff, for approximately 10 minutes. This is an intervention which is specific to each individual child depending upon their reading ability and next steps. For those children who leave key stage 1 having not achieved the statutory phonics screening, daily phonics sessions continue, where appropriate. These children are also identified by the SENCO and additional further support is put in place as needed to remove barriers to reading for that child. In Key Stage 2 children whose reading age is significantly below ARE (more than 2 years) are provided with frequent small group/1:1 support and interventions, as well as targeted precision teaching.



The Bishops' Reading Spine

Whole class reading happens a minimum of four times per week for at least 15 minutes and is delivered across all classes. As a school we have worked collaboratively to ensure our children are exposed to a wide range of high-quality texts to nurture a love of reading. These texts will provide children the opportunity to explore beyond well-known, popular authors of the current day and broaden their literary horizons. All texts have been purposefully selected to provide a high challenge for all our children in order to stimulate aspirations and their own reading journey. Below is the outline of the reading spine from EYFS upwards.



	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> -The Gingerbread Man -Goldilocks and The Three Bears -The Gruffalo -Room on The Broom -Shark in The Park -Shark in The Dark -Chocolate Mousse for Greedy - Goose -Brown Bear Brown Bear -We're going on a Bear Hunt -Handa's Surprise -Additional stories based on interests -Non-fiction texts, based on interests and topic work -A range of nursery rhymes and poems 	<ul style="list-style-type: none"> -Five Little Speckled Frogs -The Three Billy Goats Gruff -The Three Little Pigs -Monkey Puzzle -Stick Man -Elma The Elephant -Kipper The Dog Series -Jasper's Beanstak -Dear Zoo -Dig Dig Digging -Diggersaurus -Additional stories based on interests -Non-fiction texts, based on interests and topic work -A range of nursery rhymes and poems 	<ul style="list-style-type: none"> -I Had a Little Turtle -5 Fat Peas -One to Ten and Back Again -Don't Put Your Finger In The Jelly - Nelly -Ten Tiny Tadpoles -The Mixed-Up Chameleon -The Very Hungry Caterpillar -The Crunching Munching Caterpillar -Superworm -Hello Fish -The Rainbow Fish -Additional stories based on interests -Non-fiction texts, based on interests and topic work -A range of nursery rhymes and poems
Reception	<ul style="list-style-type: none"> -Leaf Man -Pumpkin Soup -The Leaf Thief -The Little Red Hen -Handa's Surprise -Night Monkey, Day Monkey -Oi Frog -Ready for Spaghetti -A Squirrel's Search -Whatever Next -Owl Babies -Are You Afraid Of The Dark? -Can't You Sleep Little Bear? -Glitter and Gleam -Non-fiction texts based on nocturnal animals -Non-fiction texts based on space -Non-fiction texts based on festivals 	<ul style="list-style-type: none"> -Lost and Found -Dear Polar Bear -Blown Away -The Snail and The Whale -Supertato Series -Superworm -The Runaway Pea -The Three Little Pigs -The Three Little Wolves and The --Big Bad Pig -Non - fiction texts based on maps and atlases -Non-fiction texts based on rainforests -Non-fiction texts based on polar regions -Additional stories based on interests 	<ul style="list-style-type: none"> -Jack and The Beanstalk -The Very Hungry Caterpillar -What The Ladybird Heard -Sharing a Shell -Tiddler -The Singing Mermaid -Pirates Love Underpants - The Pirate Cruncher -Non-fiction texts based on minibeasts - Additional stories based on interests -A range of nursery rhymes and poems

	<ul style="list-style-type: none"> -Additional stories based on interests -A range of nursery rhymes and poems 	<ul style="list-style-type: none"> -A range of nursery rhymes and poems 	
Year 1/2	<ul style="list-style-type: none"> -Super Duper You! -Owl Babies - Funnybones -Where the Poppies Now Grow -The Penguin Who Wanted to Find Out -The Hen Who Wouldn't Give Up - Christmasaurus -Additional stories based on interests -Additional books linked to PSHE - Stories from the Bible -Non-fiction texts based on nocturnal animals -Non-fiction texts based on plants -Non-fiction texts based on history and geography units -The Owl Who's Afraid of The Dark – Chapter Book -The Hat Full of Secrets – Chapter Book -Poetry 	<ul style="list-style-type: none"> -Lighthouse Keeper's Lunch -Hotel Flamingo -The Three Little Pigs -Additional stories based on interests -Additional books linked to PSHE - Stories from the Bible -Non-fiction texts based on materials -Non-fiction texts based on history and geography units -Flat Stanley – Chapter Book -The Boy Who Grey Dragons – Chapter Book -Poetry 	<ul style="list-style-type: none"> -Rabbit and Bear -Katie in London -Paddington Bear -Additional stories based on interests -Additional books linked to PSHE - Stories from the Bible -Non-fiction texts based on animals including humans -Non-fiction texts based on history and geography units -A Bear Called Paddington – Chapter Book -Shona, Word Detective – Chapter Book -Poetry
Year 3	<ul style="list-style-type: none"> Romans on the Rampage Escape from Pompeii -Additional stories based on interests -Additional books linked to PSHE - Stories from the Bible -Non-fiction texts based on science topics -Non-fiction texts based on history and geography units -Poetry 	<ul style="list-style-type: none"> King of the Cloud Forests The Earthquake Challenge -Additional stories based on interests -Additional books linked to PSHE - Stories from the Bible -Non-fiction texts based on science topics -Non-fiction texts based on history and geography units -Poetry 	<ul style="list-style-type: none"> The Railway Children -Additional stories based on interests -Additional books linked to PSHE - Stories from the Bible -Non-fiction texts based on science topics -Non-fiction texts based on history and geography units -Poetry
Year 4	<ul style="list-style-type: none"> A Mummy Ate My Homework -Additional stories based on interests -Additional books linked to PSHE - Stories from the Bible -Non-fiction texts based on science topics -Non-fiction texts based on history and geography units 	<ul style="list-style-type: none"> Thomas and the Tinnors -Additional stories based on interests -Additional books linked to PSHE - Stories from the Bible -Non-fiction texts based on science topics -Non-fiction texts based on history and geography units 	<ul style="list-style-type: none"> Why the Whales Came Song of the Dolphin Boy -Additional stories based on interests -Additional books linked to PSHE - Stories from the Bible -Non-fiction texts based on science topics -Non-fiction texts based on history and geography units



	-Poetry	-Poetry	-Poetry
Year 5	<p>Boy at the Back at the Class My Happy Place</p> <p><i>-Additional stories based on interests</i> <i>-Additional books linked to PSHE</i> <i>- Stories from the Bible</i></p> <p>-Non-fiction texts based on science topics -Non-fiction texts based on history and geography units</p> <p>-Poetry</p>	<p>The Explorer Shackleton's Journey</p> <p><i>-Additional stories based on interests</i> <i>-Additional books linked to PSHE</i> <i>- Stories from the Bible</i></p> <p>-Non-fiction texts based on science topics -Non-fiction texts based on history and geography units</p> <p>-Poetry</p>	<p>Who Let the God's Out?</p> <p><i>-Additional stories based on interests</i> <i>-Additional books linked to PSHE</i> <i>- Stories from the Bible</i></p> <p>-Non-fiction texts based on science topics -Non-fiction texts based on history and geography units</p> <p>-Poetry</p>
Year 6	<p>Letters from the Lighthouse</p> <p><i>-Additional stories based on interests</i> <i>-Additional books linked to PSHE</i> <i>- Stories from the Bible</i></p> <p>-Non-fiction texts based on science topics -Non-fiction texts based on history and geography units</p> <p>-Poetry</p>	<p>Asha and the Spirit Bird</p> <p><i>-Additional stories based on interests</i> <i>-Additional books linked to PSHE</i> <i>- Stories from the Bible</i></p> <p>-Non-fiction texts based on science topics -Non-fiction texts based on history and geography units</p> <p>-Poetry</p>	<p>Kensuke's Kingdom</p> <p><i>-Additional stories based on interests</i> <i>-Additional books linked to PSHE</i> <i>- Stories from the Bible</i></p> <p>-Non-fiction texts based on science topics -Non-fiction texts based on history and geography units</p> <p>-Poetry</p>

