



# Robert Bloomfield Academy

## Reading Policy

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### Statement of intent

At Robert Bloomfield Academy we recognise that all the skills of language are essential to participating fully as a member of society; students who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The ability to read enables students to develop culturally, emotionally, intellectually, socially and spiritually, as well, to acquire knowledge and build on what they already know.

Reading is central to our ability to understand, interpret and communicate with one another and it is essential that, by the end of their Primary education, all students are able to read fluently, and with confidence and enjoyment, in any subject in their forthcoming secondary education. As we begin their Secondary journey, in Years 7 and 8, we aim to build on those skills and further develop their love of reading, which will support them in their personal development, public examinations and beyond.

The overarching aim for this policy is to promote high standards of language and literacy by equipping students with a strong command of spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our reading approach is synonymous with our school V.O.I.C.E. values of Vitality, Opportunity, Independence, Community and Excellence: which have been consciously crafted to form the word VOICE and to highlight the importance of speaking well.

It is our aim to support all students in their reading and to develop a culture where there is a love of reading and reading for pleasure. We aim to encourage reluctant readers to engage with reading more often and support students reading below their reading age to read in line with their expected age, as well as challenging more able readers to read more sophisticated texts.

We explicitly teach reading with the aim of increasing reading fluency. This is achieved by focusing on:

- Modelled/repeated reading
- Reading aloud for accuracy
- Choral/echo reading
- Guided reading
- Reading for Pleasure
- Phonics for individual students where necessary

## **1. Legal framework**

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2014) 'English programmes of study: key stages 1 and 2'
- DfE (2013) 'English programmes of study: Key Stage 3'

## **2. Roles and responsibilities**

The Governing Board will be responsible for:

- Ensuring a broad and balanced reading curriculum is implemented in the school.
- Ensuring the school's reading curriculum is accessible to all students.

The Headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring the school's reading curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the reading curriculum.
- Ensuring all students are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching reading.

The Director of Learning: Literacy across the Curriculum and the Head of English will be responsible for:

- Leading on the school's approach to reading.
- Preparing curriculum plans and schemes of work for the subject.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.

Teachers will be responsible for:

- Acting in accordance with this policy.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the curriculum.
- Liaising with the Director of Learning/Head of English about key topics, resources and support for individual students.
- Monitoring the progress of students in their class and reporting this to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach reading skills.

The SENCO will be responsible for:

- Liaising with the Director of Learning/Head of English in order to implement and develop specialist reading-based learning throughout the school.
- Organising and providing training for staff regarding the reading curriculum for students with SEND.
- Advising staff how best to support students' needs.

### **3. The Curriculum**

In **Years 5 and 6**, students will be taught to:

#### **Word reading**

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to both read aloud and understand the meaning of new words they encounter.

#### **Comprehension**

Maintain positive attitudes to reading and an understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Recommending books that they have read to their peers, giving reasons for their choices.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- Making comparisons within and across books.
- Learning a wider range of poetry by heart.
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

In **Years 7 and 8**, students will be taught to:

Develop an appreciation and love of reading, and read increasingly challenging material independently through:

- reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.

The range will include high-quality works from:

- English literature, both pre-1914 and contemporary, including prose, poetry and drama
- Shakespeare (two plays)
- Seminal world literature
- Choosing and reading books independently for challenge, interest and enjoyment.

Understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text, knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense.
- Being exposed to a wide range of literature in Reading Fluency sessions once per cycle

Read critically through:

- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts, studying a range of authors, including at least two authors in depth each year.

Accelerated Reader:

In addition to the above, all students are enrolled in the Accelerated Reader (AR) programme and have dedicated curriculum time (one a week in KS2 / one a fortnight in KS3). The Head of English and the librarian lead on this programme and ensure that reading progress is monitored and, where dips occur, support is provided.

The aim of AR is to increase the amount of reading for pleasure students undertake and actively rewards them for their efforts thus leading to positive framing of reading.

#### **4. Teaching and learning**

The reading curriculum will be delivered in line with the school's Teaching and Learning Policy.

The teaching of reading will primarily be delivered during English lessons; however, reading will be encouraged in all areas of the curriculum and other learning activities.

The statutory national curriculum content from the DfE's 'English programmes of study: key stages 2 and 3 as outlined above, will be used as the starting point for lesson planning.

The teaching of reading will be explicitly pre-planned, judiciously sequenced and taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

The Director of Learning (literacy across the curriculum) and/Head of English will remain responsible for reviewing, updating and communicating with teachers around curriculum planning in relation to reading.

Teachers will remain responsible for implementing and adapting plans, taking into account students' needs and identifying the methods in which topics could be taught.

All relevant staff members will be briefed on the school's planning procedures as part of their staff training.

## 5. Assessment and reporting

Students' reading ability will be assessed via STAR reading test and the wider Assessment Policy, including Key Stage 2 SATs.

Formative and summative assessments will take place throughout the year to assess students' progress and attainment in reading and to identify support required. Students' reading will also be assessed during the relevant statutory assessments.

Assessment will take various forms, including the following:

- Talking to students and asking questions
- Discussing students' work with them
- Marking work against learning objectives
- Specific assignments for individual students
- Observing oral and performative tasks and activities
- Students' self-evaluation of their work
- Classroom tests and formal exams
- Accelerated Reader STAR reading tests to ascertain reading ages
- GL assessments on Reading on entry and exit of school

Parents will be provided with reports about their child's progress three times a year. These will include information on students' attitudes towards reading and their progress

Verbal reports will be provided at parent-teacher interviews during the autumn and spring terms.

The progress of students with SEND will be monitored by the SENDCO.

## 6. Resources

The Head of English will be responsible for the management and maintenance of reading resources, as well as for liaising with the School Librarian/Principal to purchase further resources.

Display walls will be utilized and updated on a **regular** basis, in accordance with the topics being taught at the time.

The LRC will contain an array of resources to support students' learning.

The Head of English will undertake an audit of reading resources on an annual basis.

Red reading rulers and other aids for reading, including overlays as required, will be supplied by the school.

Students will be expected to carry a personal reading book with them at all times, as part of their essential school equipment.

Form Times to be used for Reading Buddies programme and Guided Reading sessions for those reading below chronological ages.

Four am Form Times per week to be used for DEAR (Drop Everything and Read)

CPD for the whole staff to be delivered regularly by the Head of English to build confidence and skills of all staff to promote reading.

## **7. Equal opportunities**

The school will ensure that all students have equal access to the reading curriculum, in line with the student Equality, Equity, Diversity and Inclusion Policy.

The school will actively encourage all students to read books that are suitable for their reading ability, and this will be reflected in the reading materials which are used.

The Head of English and teachers will ensure reading activities are adapted as appropriate to ensure all students can access the curriculum.

## **8. Additional reading activities**

Alongside the set reading curriculum, the school ensures students are able to take part in a range of other reading activities, including the following:

- Celebration of reading-based awareness days, such as World Book Day
- Reading-based extra-curricular activities
- Book sales and book fairs
- Author visits
- DEAR sessions in Form Times
- Reading posters on classroom doors and in corridors
- House system used to reward frequent borrowers
- Regular social media items on reading
- Reading displays on screens in LRC
- LRC open at lunch-times and break-times
- Range of extra-curricular reading clubs

### **Reading at home**

Parental involvement and encouragement play a crucial part in students' reading development and the school will promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through parent meetings, newsletters, diaries, and curriculum evenings.
- Giving students opportunities to borrow appropriate reading books from the LRC.
- Encouraging parental engagement with Reading pages in planners
- Sharing access to AR website and reading tracking data