

Bourton-on-the-Water Primary Academy Reading Statement 2025

Responsible Committee: Teaching & Learning

Reviewer: Lorraine Holliss

Review date: 01/09/2026

Status & Review Cycle: Statutory Annually

Aims and Objectives:

Reading is taught at Bourton-on-the-Water Primary School so that pupils can read with fluency, accuracy, understanding and enjoyment. We believe reading is an essential life-long skill and encourage children to learn to read for pleasure. Pupils are taught to read a range of texts (including fiction, non-fiction and poetry) in various forms, both in print and using ICT resources. This policy is intended to ensure consistency across the school in terms of the teaching of reading and should enhance learning by

- Clearly setting out teaching practices and the framework around which reading is taught
- Setting expectations around planning, delivery, marking and assessment
- Focussing on reading across the curriculum

Agreed Procedures for Teaching and Learning

Teaching Reading:

- Phonics:
 - Children are systematically taught Phonics using the Read Write Inc Scheme. This is until they have completed the scheme and read beyond the grey books.
- Shared Reading During Lessons:
 - Shared Reading takes the form of
 - Reading a short text together
 - Teacher Reading and Children Echo either as a chorus or an individual
 - Text length and sophistication grows as pupils get older
- Guided Reading
 - Takes place outside the 'literacy session'.
 - In KS1 – Children will continue to follow the RWI scheme focusing on RWI's reading books. The GR sessions will follow after the Phonics session and will be whole group teaching based on one specific book. Each focus book will last a week. The children will continue to work in groups based on their RWI termly assessment.

Once the children have completed the RWI scheme the children will continue the same structure focusing on a ARE recommended book.

- In KS2 – Guided reading will happen four times a week. See appendix 1 for timetable.
- **Teachers will use the objectives from the Literacy intent document as a focus for Guided Reading and record progress using the SPS sheets as an ongoing working document.**
- Vocabulary
 - Teaching vocabulary is prioritised across all curriculum areas.
 - Where appropriate this vocabulary will reflect Tier 3 words associated with a specified TOPIC or Tier 2 words
- Comprehension
 - Will be a regular activity for English lessons with at least one taught session per unit.
 - At least one comprehension per half term will relate to the Topic being covered.
 - A Comprehension lesson will start with a glossary session to introduce new words or wider vocabulary.
 - Scaffolds will include – simplifying (not a different text) or working as a small collaborative group.
- Listening to a Story
 - Teachers will read to the class every day at 3pm this opportunity can be used for teachers to identify elements of the narrative which can be discussed in guided reading sessions these books will: relate to the children's interests, have a PSHE/ topic link and be taken from the recommended Primary schools List - <https://schoolreadinglist.co.uk/category/reading-lists-for-primary-school-pupils/>
- Fluency
 - The ability to read fluently is essential to good comprehension. To that end children will be listened to read on a 1:1 basis at least once a week.
 - To improve reading levels, children working over a year below reading age expectation should be listened to on a one-to-one basis at least 3x a week. (TA, other adults and older buddy readers could be used to listen to these children)
 - Expectation children read 90WPM of their banded book by end of KS1 and 120WPM by end of KS2.

Home Reading Systems:

- Reading books will be sent home as an official homework to be practiced each night (see homework policy).



- Children will begin working on picture books and RWI Blending Books, and move on to RWI Red Ditty books as their first books with words. They will progress through the scheme to grey books. When the class teacher or TA feels that a child is reading securely, and following a termly assessment, they will decide whether the child should move to the next. After a child has mastered all the RWI books they will then be eligible to move on to band 8 book. For advanced readers a wider selection of books will be available (Wizard's Apprentice in Y3/4 and Word Wizards in Y5/6).
- Opportunities for books to be changed will be:
 - EYFS – after the book has been read on three separate occasions following discussions and completion of activities.
 - KS1 – Books changed on a Monday and Thursday once their book has been read three times.
 - KS2 – books changed 2x a week, on completion of a book and related comprehension activity. Tasks become progressively more difficult with the age and experience of the child.

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It will be monitored by:

- Observing Phonics sessions
- The impact at national testing in Year 1
- Observing Guided Reading sessions and monitoring the impact and success against SPS grids termly
- Monitoring how often children are changing books (focus on activity progression) 3 times a year
- Observing and Book looks focussing on Comprehension sessions across KS2
- Judging the attainment of middle ability pupils at the end of each key stage (SATs results) and progress made by other groups.
- English Lead to read with bottom 20% of children.



Appendix 1:

	Group 1	Group 2	Group 3
Day 1	Guided reading group	Vocab/ Reading for pleasure	Rockerbox
Day 2	Comprehension task	Guided reading group	Vocab/ Reading for pleasure
Day 3	Rockerbox	Comprehension task	Guided reading group
Day 4	Vocab/ Reading for pleasure	Rockerbox	Comprehension task