Reading at the Barford and Bawburgh Federation



Introduction

At Barford and Bawburgh Federation, we strongly believe that reading is a vital life skill, and we strive for all children to enjoy and value it. It is our aim to develop and create passionate readers for life.

Purpose:
Through this policy we aim to ensure consistency in the teaching and learning of reading across the federation and to allow each child to have an equal opportunity to access high quality provision using Guided and Whole Class Reading sessions.

As a federation we aim to:

- Foster an enthusiasm for and love of reading for life.
- Enable children to read with confidence, accuracy, fluency, understanding and enjoyment.
- To ensure that all children are taught to read at the appropriate level and that reading with a teacher is not simply an opportunity to practise.
- To identify accurate stages of attainment in reading for each child.
- To ensure that all children have an appropriate and challenging reading target set according to their reading stage.
- To develop comprehension skills of inference and deduction.
- That all children have an opportunity to access high quality and engaging literature in order to support them with making good or accelerated progress.

At the Barford and Bawburgh Federation, reading is taught in different ways depending on the age of the children. In EYFS/KS1 the children are taught guided reading in small groups and in KS2 reading is taught as a whole class. Children working below the expected standard in reading will be provided with a reading intervention.

Guided Reading – EYFS/KS1

The purpose of Guided Reading is to provide children with opportunities to practise their reading at an age-appropriate level in a structured situation with support if required. Guided Reading aligns to the Monster Phonics scheme and children need to be assessed (using the Placement Procedure assessment) to establish the level of book they can read with 90% accuracy independently. Teachers will use the results of the Placement Procedure assessment to allocate children with a similar level of phonics knowledge to a guided reading group. Guided reading groups may change throughout the year to reflect assessment as children progress at different rates.

Teachers in EYFS/KS1 will deliver 3 timetabled sessions of guided reading each week. The same book is read in each of these sessions. The phonics focus words and HFWs are located at the start of each book and comprehension questions at the end. Grapheme flashcards for the Phonics Revisit and Preview section should be completed at the start of the session. Teachers should use the Guided Reading recording sheet to make notes of observations and track progress.

Session 1: Phonics Revisit and Preview

1. Use the grapheme flashcards to preview recently taught GPCs. Show the card and encourage children to say the sound. Now show the focus grapheme. The children say the sound. Teachers make a note of the recognition and recall of GPCs. The children read the phonics focus words that use this grapheme in the table at the start of the book.

Read together and individually in different ways:

- read the words in different directions or by reading similar words together, such as cake, take, rake.
- Make a note in the Monster Phonics Guided Reading Record Sheet of the fluency of reading of the phonics focus words. Can
- Repeat this activity for the HFWs. Record any difficulties with fluency in reading.

2. Before reading the story, look through the book. Identify the main characters and the setting and talk about what the story might be about. Use this as an opportunity to highlight and discuss any unknown vocabulary.

Session 2: Reading

1. Model the reading of a short section of the story. Remind the children how to sound talk and blend sounds to read unknown words: - See the word - Say the sound of each grapheme - Blend the sounds to read the word.

2. Each child has a copy of the book. Read the book as a group. This may take different forms, which may vary within a session or from session to session.

- All of the group read the book together, each child tracking with a finger
- Children read with their partner
- Individually where appropriate to ascertain decoding skills

Listen in as the children read and make notes on the Monster Phonics Guided Reading Record Sheet.

Record:
- Ability to decode and blend
- CEW knowledge
- Fluency
- Expression and intonation
- Understanding of punctuation
- Understanding of language and context
- Participation
- Confidence

Session 3: Comprehension

1. The group discuss and re-tell the story.
2. Read the comprehension questions to the group.

In Year 1 and 2 books, comprehension questions appear at the end of the book. In Reception books, they appear at the start under 'Things to think about before reading the story'. Make a note of any significant comments on inference and understanding of the story and language on the record sheet.

Home Reading

At the end of the week, the book is sent home for the children to further practise reading. As each child has already practiced the book in school, the children must independently read the book to an adult at home, receiving support where necessary. The adult completes the home reading diary.

Whole Class Reading – KS2

Using Fred's Teaching

Pupils have reading lessons as a whole class. These lessons:

- Are built around the teacher reading high-quality and challenging texts, which are dissected by the class through high-level questioning and discussion
- Include a range of activities that enable pupils to develop their vocabulary and comprehension skills
- Each lesson is linked to the reading domains and the teacher models the reading skills that they want the children to develop.

How it works:

1. The teacher selects a high-quality piece of children's literature or non-fiction text that will challenge **all** pupils. It should be at a level beyond that at which they can read independently, as specified in the English National Curriculum. The text can be linked to a relevant topic and used to benefit other subjects, e.g. humanities and science
2. Pupils will have access to the same activities and levels of questioning but with differing levels of support provided depending on pupil needs
3. The teacher reads the text to the class, modelling fluency, intonation and comprehension, and pupils follow the text with their own copy.
4. Children are given opportunities to practice their fluency skills through a range of strategies: repeated reading, choral reading, timed reading, echo reading, performance reading.
5. The teacher uses skillful questioning and discussion to help pupils get to grips with new vocabulary and develop their understanding of the text
6. Pupils work on activities that help them to develop their comprehension of the text. Depending on the activity, pupils may work in mixed-ability groups, pairs or by themselves. Activities do not always need a written outcome, however children's oracy skills must be developed.
7. The teacher using a range of AfL strategies throughout a lesson to ascertain progress and inform planning of future sessions

Example of KS2 Planning

Vocabulary Corner

SOAR WITH SEVEN

1) … filling the forest with a strong **odour** of boiled eggs...
2) Burnt leaves, **scorched** earth… Smoke.
3) … tiger, and she **gnaws** on a bone as big as she is.

burned by flames or heat.

bite at or nibble something persistently.

a distinctive smell, especially an unpleasant one.

Rapid Retrieval

SOAR WITH SEVEN

1) What did JP get for his twelfth birthday?
2) Find and copy a word which means 'not to listen/distracted.'
3) What does the author compare the air to?
4) Find and copy a word which shows that the area was open.
5) What is the size of a tiger?
6) Find and copy a word that means stink.
7) What does the hellbound do to Nic Nac?

EXT: Write your own retrieval question.

Think for yourself…

For my twelfth birthday, I've got them all beat. My dad's gonna teach me how to use the Gift so I can finally be a real Manifestor. First I've gotta catch a hellhound.

1) What is meant by the phrase 'I've got them all beat'?

EXT: What other way could the author have said the above?

Time To Talk…

Hundreds of pounds of hellhound pin me down. The stench burns my eyes. I'll never tell Sean he stinks again. If there is an "again". I'm probably seconds from pearly gates and angels.

But suddenly the hellhound shrinks. She smells like cheese – not great but not bad – and instead of biting my head off, she licks my face. The woods dissolve, revealing my garden, and that fire-breathing, gigantic hellhound is a tail-wagging little hellhound pup.

1) What have you found out about the hellhound?
2) Find and copy one word which tells us that the trees disappear.
3) How does the author's feelings change at this point? Use evidence to support your opinion.

At first….however…

Think for yourself…

Dad's standing over on the patio, laughing. "Happy birthday, Nic Nac."

He waves his hand, erasing the rest of the illusion he drew, along with the concealment mojo that kept our neighbours from seeing that our garden had become a forest. My dad's

1) 'erasing the rest of the illusion he drew'
Which word/phrase has the closet meaning to *erasing*?

delete destroy remove all traces of

rub out

Flying Solo…

a pretty good Manifestor. He managed to make this furball look ten times her size. In reality she's no bigger than a shoebox.

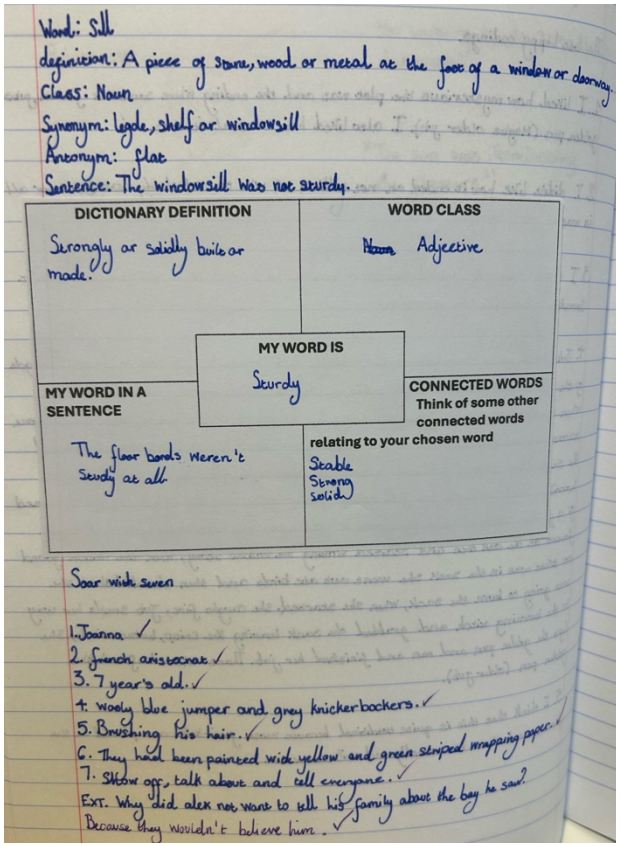
I wipe her warm slobber from my cheeks. "Is she mine?"

"I'm not saying names, but somebody has been bugging me for a hellhound or a dragon. Since a dragon ain't happening, a hellhound it is."

1) What does the phrase `…bugging me..' mean?
2) Using the whole extract, could you describe what a hellhound is?
3) Based on what you have read, what sort of genre do you think this extract is from? Use evidence to support your opinion.

EXT: What questions would you ask after reading this extract?

Evidence in books



Word: Sill
definition: A piece of stone, wood or metal at the foot of a window or doorway.
Class: Noun
Synonym: ledge, shelf or windowsill
Antonym: flat
Sentence: The windowsill was not sturdy.

DICTIONARY DEFINITION	WORD CLASS
Strongly or solidly built or made.	~~Noun~~ Adjective

MY WORD IS: Sturdy

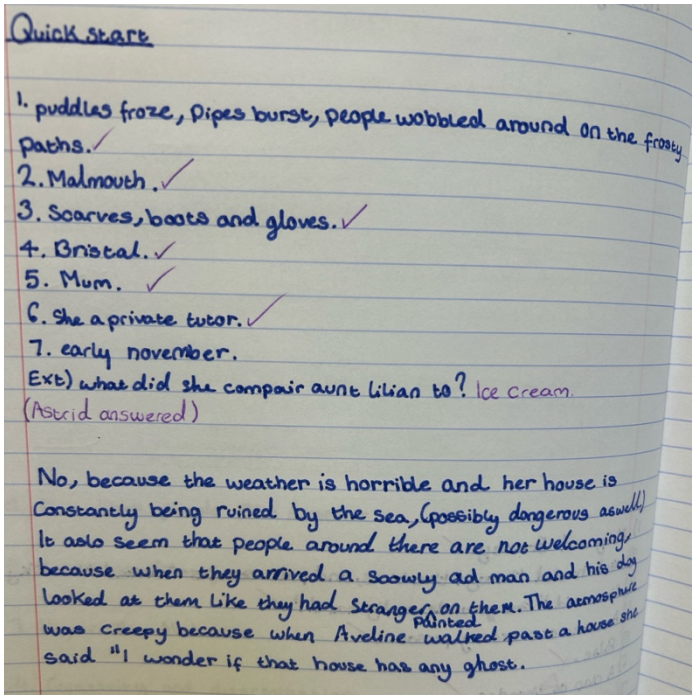
MY WORD IN A SENTENCE: The floor boards weren't sturdy at all

CONNECTED WORDS — Think of some other connected words relating to your chosen word: Stable, Strong, solid

Soar with swan

1. Joanna ✓
2. French aristocrat ✓
3. 7 year's old. ✓
4. Woolly blue jumper and grey knickerbockers. ✓
5. Brushing his hair. ✓
6. They had been painted with yellow and green striped wrapping paper. ✓
7. Show off, talk about and tell everyone. ✓

Ext. Why did alex not want to tell his family about the boy he saw?
Because they wouldn't believe him. ✓

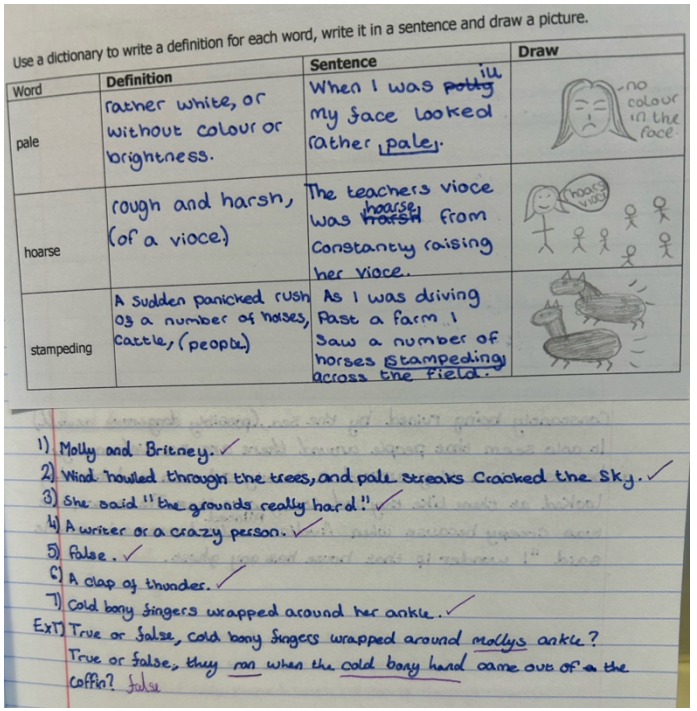


Quick start

1. puddles froze, Pipes burst, people wobbled around on the frosty paths. ✓
2. Malmouth. ✓
3. Scarves, boots and gloves. ✓
4. Bristol. ✓
5. Mum. ✓
6. She a private tutor. ✓
7. early november.

Ext) what did she compair aunt Lilian to? Ice cream
(Astrid answered)

No, because the weather is horrible and her house is Constantly being ruined by the sea, (possibly dangerous aswell) It aslo seem that people around there are not welcoming, because when they arrived a scowly old man and his dog looked at them like they had Stranger on them. The atmosphere was creepy because when Aveline walked past a house she said "I wonder if that house has any ghost.



Use a dictionary to write a definition for each word, write it in a sentence and draw a picture.

Word	Definition	Sentence	Draw
pale	rather white, or without colour or brightness.	When I was ~~potty~~ ill my face looked rather pale.	no colour in the face
hoarse	rough and harsh, (of a voice)	The teachers voice was ~~harsh~~ hoarse from constantly raising her voice.	hoarse voice
stampeding	A sudden panicked rush as a number of horses, cattle, (people)	As I was driving past a farm I saw a number of horses stampeding across the field.	

1) Molly and Britney. ✓
2) Wind howled through the trees, and pale streaks cracked the sky. ✓
3) She said "the grounds really hard!" ✓
4) A writer or a crazy person. ✓
5) False. ✓
6) A clap of thunder. ✓
7) Cold bony fingers wrapped around her ankle. ✓

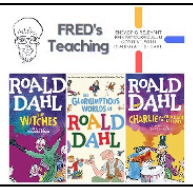
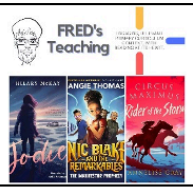
Ext) True or false, cold bony fingers wrapped around mollys ankle?
True or false, they ran when the cold bony hand came out of the coffin? false

Evidence in books will look different for each key stage. In KS2, there is an expectation to record elements of a session, although some of the session will be completed orally and involve discussion. There is no expectation to be marking books outside of a session, as marking is completed in the moment either: peer, self or verbal feedback from an adult.

Medium Term Planning

Medium Term planning ensures coverage of a range of text, all reading domains and identifies tier 2/3 vocabulary. Planning links to topics when appropriate, to reinforce vocabulary.

Example of KS2 Medium term planning

Week 1: 2/9/24	Week 2: 9/9/24	Week 3: 16/9/24	Week 4: 23/9/24	Week 5: 30/9/24	Week 6: 7/10/24	Week 7: 14/10/24	Week 8: 21/10/24
Theme: Summer Adventures.	Theme: Roald Dahl – 13th September is Dahl Day!	Theme: Best Books of 2023.	Theme: Deaf Awareness – 23rd – 29th September is International Week of Deaf People.	Theme: Poetry – 3rd October is National Poetry Day.	Theme: Black History Month – Katherine Johnson.	Theme: Black History Month – Black Britons and Windrush.	Theme: Black History Month – Young, Gifted and Black.
Extracts: - You Can Have an Outdoor Adventure. - Beach Explorer. - Ultimate Mapping Guide for Kids.	Extracts: - The Witches. - Charlie and the Chocolate Factory. - The Gloriumptious Worlds of Roald Dahl (NF).	Extracts: - Jodie. - Nic Blake and the Remarkables: The Manifestor Prophecy. - Circus Maximus: Rider of the Storm.	Extracts: - Wonder Struck. - Max and the Millions. - Newsround article 'Deaf Awareness Week' (NF).	Extracts: - What You Need to be Warm by Neil Gaiman. - The British by Benjamin Zephaniah. - Adventures of Isabel by Ogden Nash.	Extracts: - The Extraordinary Life of Katherine Johnson (NF). - Hidden Figures (Young Readers Edition). - NASA Biography of Katherine Johnson (NF).	Extracts: - Black and British (NF). - Windrush Generation BBC News article (NF). - Windrush Child.	Extracts: - 3 extracts from the book Young, Gifted and Black (NF). - Duvernay and Coleman. - Adichie and Freeman. - Carver and Blackman.
22 pieces of Tier 2 and Tier 3 vocabulary. 21 retrieval questions. 3 writing challenges.	22 pieces of Tier 2 and Tier 3 vocabulary. 21 retrieval questions. 3 writing challenges.	21 pieces of Tier 2 and Tier 3 vocabulary. 21 retrieval questions. 3 writing challenges.	22 pieces of Tier 2 and Tier 3 vocabulary. 21 retrieval questions. 3 writing challenges.	25 pieces of Tier 2 and Tier 3 vocabulary. 21 retrieval questions. 3 writing challenges.	22 pieces of Tier 2 and Tier 3 vocabulary. 21 retrieval questions. 3 writing challenges.	22 pieces of Tier 2 and Tier 3 vocabulary. 21 retrieval questions. 3 writing challenges.	24 pieces of Tier 2 and Tier 3 vocabulary. 21 retrieval questions. 3 writing challenges.
17 EXTENSION questions to stretch learners.	16 EXTENSION questions to stretch learners.	18 EXTENSION questions to stretch learners.	15 EXTENSION questions to stretch learners.	7 EXTENSION questions to stretch learners.	9 EXTENSION questions to stretch learners.	11 EXTENSION questions to stretch learners.	17 EXTENSION questions to stretch learners.
Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	Content Domains covered: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h
Search: UKS2 Summer Adventure Planning DIRECT LINK	Search: UKS2 Roald Dahl Week 1 DIRECT LINK	Search: UKS2 More Best Books of 2023 DIRECT LINK	Search: UKS2 Deaf Awareness 1 DIRECT LINK	Search: UKS2 Poetry Week: Male Poets DIRECT LINK	Search: UKS2 Black History Month: Katherine Johnson DIRECT LINK	Search: UKS2 Black History Month: Black Britons and Windrush DIRECT LINK	Search: UKS2 Black History Month: Young, Gifted and Black DIRECT LINK
							

Reading Content Domains

The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain.

The English reading tests will focus on the comprehension elements of the national curriculum.

The KS1 Reading Content Domains:

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

The KS2 Reading Content Domains:

	Content domain reference
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Frequency of Whole Class Reading

Ideally, reading sessions should take place at least three/four times a week, for 30 minutes. This ensures that for most children progress proceeds at a fast pace. However, less able readers may need more practise and it is the teacher's responsibility to plan a more personalised support to meet the needs of these children.

Reading Prompts for Key Stage 1:

1a: Draw on knowledge of vocabulary to understand texts: • What does this… word/phrase/sentence… tell you about… character/setting/mood? • Highlight a key phrase or line. By using this word, what effect has the author created? • In the story, 'x' is mentioned a lot. Why? • The writer uses words like … to describe …. What does this tell you about a character or setting? • What other words/phrases could the author have used? • The writer uses …words/phrases…to describe … How does this make you feel? • How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter? Can you find those words? • Which words and /or phrases make you think/feel…?	**1e: Predict what might happen on the basis of what has been read so far:** • Look at the cover/title/first line/chapter headings…what do you think will happen next? How have the cover/title/first line/chapter headings…helped you come up with this idea? • What do you think will happen to the goodie/baddie/main character? Why do you think this? • What will happen next? Why do you think this? Are there any clues in the text? • Can you think of another story, which has a similar theme, e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? • Which stories have openings like this? Do you think this story will develop in the same way? • Why did the author choose this setting? How will that impact what happens next? • How is character X like someone you know? Do you think they will react in the same way?
1c: Identify and explain the sequence of events in texts: • What happens first in the story? • Use three sentences to describe the beginning, middle and end of this text? • You've got 'x' words; sum up this story. • Sort these sentences/paragraphs/chapter headings from the story • Make a table/chart to show what happens in different parts of the story • Why does the main character do 'x' in the middle of the story? • How does the hero save the day in the story?	**1d: Make inferences from the text:** • What makes you think that? • Which words give you that impression? • How do you feel about…? • Can you explain why…? • I wonder what the writer intended..? • I wonder why the writer decided to…? • What do these words mean and why do you think the author chose them?

1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information:

- Where/when does the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find…?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?
- Find, it. Prove it.
- How do the title/contents page/chapter headings/glossary/index… help me find information in this book?
- Which part of the text should I use to find…?
- Why has the author organised the information like this?

Guided Reading Prompts for Key Stage 2:

2a: Give/explain the meaning of words in context:

- What does this… word/phrase/sentence… tell you about… character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like … to describe …. What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses …words/phrases…to describe … How does this make you feel?
- How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc?

2b: Retrieve and record information/identify key details from fiction and non-fiction:

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find…?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and /or phrases do this?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?

2c: Summarise main ideas from more than one paragraph What's the main point in this paragraph?

- Can you sum up what happens in these three/four/five… paragraphs?

2d: Make inferences from the text/explain and justify inferences with evidence from the text:

- What makes you think that?
- Which words give you that impression?

• You've got 'x' words; sum up these paragraphs. • Sort the information in these paragraphs. Do any of them deal with the same information? • Make a table/chart to show the information in these paragraphs. • Which is the most important point in these paragraphs? How many times is it mentioned?	• How do you feel about…? • Can you explain why…? • I wonder what the writer intended? • I wonder why the writer decided to…? • What do these words mean and why do you think the author chose them?
2e: Predict what might happen from details stated and implied: • Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? • Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story? • Which other author handles time in this way; e.g. flashbacks; dreams? • Which stories have openings like this? Do you think this story will develop in the same way? • Why did the author choose this setting? Will that influence how the story develops? • How is character X like someone you know? Do you think they will react in the same way?	**2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole Explain why a character did something**: • Explain a character's different/changing feelings throughout a story. How do you know? • What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…? • What is similar/different about two characters? • Why is 'x' (character/setting/event) important in the story? • What is the story (theme) underneath the story? Does this story have a moral or a message? • Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information? • How does the title/layout encourage you to read on/find information? • Where does it tell you that…? • Why has the writer written/organised the text in this way? • In what ways do the illustrations support the instructions? • How could these instructions/information/illustrations be improved? • Who do you think this information is for?

2g: Identify/explain how meaning is enhanced through choice of words and phrases:	**2h: Make comparisons within the text:**
• What does the word 'x' tell you about 'y'? • Find two or three ways that the writer tells you 'x'. • What does this… word/phrase/sentence… tell you about… character/setting/mood etc? • Highlight a key phrase or line. By writing a line in this way what effect has the author created? • In the story, 'x' is mentioned a lot. Why? • The writer uses words like … to describe …. What does this tell you about a character or setting? • What other words/phrases could the author have used? • The writer uses …words/phrases…to describe … How does this make you feel? • How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc? • Has the writer been successful in their purpose or use of language? • What do you think the writer meant by… 'x'? • Which words do you think are most important? Why? • Which words do you like the best? Why? • The author makes an action/description 'like' something else. Why? • The author states that 'x' <u>is</u> something it isn't. What is the effect of this? Why have they done this?	• Describe different characters' reactions to the same event in a story. • How is it similar to …? • How is it different to …? • Is it as good as …? • Which is better and why? • Compare and contrast different character/settings/themes in the text • What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

Teacher Observation Form EFYS/KS!

Monster Phonics Weekly Guided Reading Record Sheet

Notes

• Decode and blending skills • HFW/CEW knowledge • Fluency	• Expression and intonation • Awareness of punctuation • Understanding of language and context	• Participation • Confidence

Group: **Date**: **Title**:

Key questions asked: *(reference to A,B, C, D, E)*	Names:	Comments and children's responses:

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Accelerated Reader and Reading for pleasure

At The Bawburgh School, Children use Accelerated Reader to support their independent reading. Teachers monitoring progress by monitoring individual achievement towards targtes on a weekly basis and using the Star Reader assessment tool. It is important that children can choose their own books which are matched to their reading age, and this will further help children to develop a love for reading. Teachers must ensure that they are monitoring the children and rewarding them for their efforts.

Throughout the week teachers will:
- monitor children's targets
- share book recommendations
- listening to individual readers
- support children with making book choices

ROLE OF SUBJECT LEADER
• To support and work with colleagues on any aspect of this policy.

• To assist with planning and selection of resources where needed.
• To keep up to date with and inform staff of new developments in reading through staff meetings and informal discussion.
• To organise and be responsible for reading resources and keep colleagues informed of the range of materials available.
• To liaise with the Executive Headteacher and Head of School on a regular basis.
• Track children's progress in reading through scrutiny of class and assessment data.

• To monitor guided reading planning and observe the teaching of guided reading in line with the School Development Plan.

MONITORING AND EVALUATION
The monitoring of this policy and its implementation will be the responsibility of the Executive Headteacher, Head of School and Subject Leader.
• The Literacy Leader will annually produce a literacy action plan which will form part of the School Development Plan.
• The Literacy Leader will observe the teaching of Guided Reading in line with the School Development Plan.
• The Literacy Leader will give feedback to staff.

Involving Parents
We value parental involvement and consider it an essential part in children's development of and enthusiasm for reading. We aim to promote a home school reading partnership in the following ways:
- Sharing information e.g. Reception new parents' meetings, newsletters, reading diaries, parent consultation meetings

- Early readers take home books that are decodable for them and reflect their stage of learning.
- Fluent readers take a book home which is linked to their Accelerated Reader ZPD, to practise and consolidate the skills taught in reading sessions (this will in most cases be at a lower book level than that being read in guided reading)
- Giving parents resources and strategies for supporting reading at home during Parents' Evening.
- By encouraging parents to monitor home reading by commenting in the home reading diary (KS1 only).

EQUAL OPPORTUNITIES

At the Barford and Bawburgh Federation we believe that all children, regardless of their gender, age ethnicity, academic or physical ability are given equal opportunities to reach their full potential successfully and confidently.

We ensure equal access in a variety of ways:

- The content of what is planned reflects our diverse society
- Where appropriate group children flexibly to promote confidence and social skills
- Ensure that appropriate structures/resources are in place so that children can access the curriculum.