

## St. Catherine's RC Primary School Reading Policy



*All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.*

**Dfe 2014**

### **We follow the Aims of the National Curriculum English Programmes of Study:**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

As a school, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children's love

of reading will extend far beyond the classroom and allow them to build on their skills independently, through a real curiosity and thirst for knowledge.

**By the time our pupils leave St. Catherine's they will:**

- be fluent, confident and expressive readers
- read with enjoyment across a range of genres
- read for pleasure as well as for information
- read and respond to a wide range of different types of literature
- understand the layout and how to use different genres and text types
- understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy
- build their bank of sight words to enable fluent reading
- have an interest in words and their meanings, developing a rich and varied vocabulary
- understand and respond to literature drawn from a range of cultures and literary heritage

**We propose to develop, through our teaching of reading, the following attitudes:**

- curiosity and interest
- pleasure and thoughtfulness
- critical appraisal
- independence
- confidence
- perseverance
- respect for other views and cultures
- reflection

**Equality of Opportunity**

The school recognises that some pupils may have barriers to learning which may be socioeconomic or come under the protected characteristics of Equality Duty. We monitor provision and access, adjusting where necessary to enable all pupils to achieve their best. In order to do this we provide a range of reading platforms, which enable all of our pupils to access reading e.g. dual language reading resources, books for a range of interests, ages and abilities, eBooks, newspapers and comics. These resources are adapted where necessary, e.g. large print or audio tape format in order for all children to fulfil their full potential.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Speedy word reading is underpinned by phonological knowledge and the understanding that letters on the page represent the sounds spoken in words. Good comprehension follows on from the development of word recognition and linguistic knowledge (particularly vocabulary and grammar)

Skilled word reading involves both the prompt working out of the pronunciation of unfamiliar printed words (decoding) and the instant recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is our main emphasis in the early teaching of reading when children start school, using the 'Read Write Inc.' programme.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and deliberating a range of stories, poems and non-fiction.

### **Teaching and Learning Approaches.**

#### **Individual Reading**

All pupils will have the opportunity to read with an adult at least once a week. Some pupils may need daily reading intervention in order to develop their reading competence. As the children move through the school, there are opportunities to read independently for a sustained period

A range of reading schemes are used to support early readers as well as book banded books and guided reading texts. Teaching assistants support reading activities to ensure that children have frequent opportunities to read.

Children should be active interrogators of text, rather than passive recipients. Comprehension is an activity undertaken whenever a child encounters print in any area of the curriculum. Reading for meaning encourages the reader to stop, reflect and question at any point in their reading.

#### **Shared Reading**

In shared reading the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. Where appropriate, the pupils join in with the reading of their individual text. The texts selected are rich, challenging and usually beyond the current reading ability of the majority of the class.

### **Guided Reading**

In guided reading, the responsibility for reading transfers to the learner. The teacher structures reading tasks with pupils, who are often grouped by ability. Pupils are required to read and respond to the text themselves with the teacher supporting. We use Reciprocal Reading Strategies, where children are encouraged to activate their prior knowledge, make predictions about the text prior to reading (or at relevant parts), read the text then ask and answer questions, clarifying their understanding of what they have just read. Since the introduction of Reciprocal Reading in 2016 this strategy has led to pupils making rapid progress in their reading. Texts of graded ability are selected and matched to the reading ability of the group. The texts selected are usually one band level above individual reading level this enables pupils to read the text with sufficient ease whilst still providing challenge. Guided reading is carried out daily and led by the class teacher and teaching assistants in small groups. Guided reading should provide a forum for pupils to demonstrate what they have learned about reading. The focus for the reading is concerned with reinforcing and extending strategies taught during shared reading.

### **Acquisition of reading skills**

Reading begins at a very early age as initially children learn to read faces and voices. Children are also exposed to the written word in their environment from birth and, in an ideal world; they are encouraged to explore the experiences it provides. Learning to read is different for everyone, but children introduced to books at an early age, especially those who are read to on a regular basis, are more likely to read easily. When children begin school, they already have experience and understanding of the use of print in a range of contexts, such as seeing signs e.g. 'ASDA' or 'CBeebies'. Reading is fundamental in gaining access to areas of knowledge and information throughout life. 'Learning to Read' is vital for 'Reading to Learn' in that reading gives children access to knowledge and information about the wider world, which they may be unable to experience first-hand. Without this basic skill, many aspects of everyday life such as text messages, subtitles and shop labels would be incomprehensible.

Throughout the year the children will see the written word in various formats, such as poems, rhymes, songs and stories. The children will be encouraged to express opinions on what they have heard and make predictions based on the clues provided in the text and illustrations. They should also be made aware of text direction and orientation

Reading begins in Nursery with Letters and Sounds Phase 1 phonics. Children learn to listen to environmental and instrumental sounds, experiment with rhyme and rhythm, learn to hear alliteration and sounds in words before blending and segmenting orally.

Pupils begin the Read Write Inc. phonics programme in Reception. They begin by learning the letter shapes that represent Set 1 sounds. They then learn to blend these sounds together to read words. Children continue with the Read Write Inc. programme throughout Reception and KS1. They follow a systematic programme that takes them through the letters that form set 1, Set 2 and Set 3 sounds. Children in Reception and KS1 are regularly assessed in their phonic skills and grouped according to their ability, progressing through the scheme methodically until they become proficient and fluent readers. Year 1 take the national phonics check in June.

Children in Y1 and Y2 who haven't passed the phonics check are assessed half termly against previous phonics checks and children who need additional support with their reading are identified. These children work in small groups in the afternoon to help support them in their phonic knowledge.

Key Stage 2: The focus switches to comprehension and the interpretation of texts. Pupils build on good reading habits and reading fluency, established at KS1 by regular reading of a range of materials. The teaching of reading skills is still addressed through English lessons and guided and shared reading sessions. Proficient readers are encouraged to extend their experiences and are guided by their class teacher in their book choices. Children demonstrate their understanding of what they have read independently in a variety of ways, as recommended in the National Curriculum.

### **Book Areas**

Book areas are in every classroom. They contain a range of age related texts (with options that stretch and challenge as well as texts that can be accessed by lower ability readers). Class teachers take care to ensure that a wide range of texts is available in terms of content, form and genre, e.g. texts that are accessible and challenging, show cultural diversity and avoid stereotyping of race, gender and class. By the time children reach upper KS2 they should be reading an increasingly wide range of text types and recommended books, giving reasons for their choices.

### **Libraries**

To be reviewed: Autumn2019

The school library contains a variety of fiction and nonfiction books that are classified under the Dewey system and are also colour coded. Children are able to borrow books regularly. In Nursery and Reception children take home Story Sacks. From Y1 children have the opportunity to enrol in the local public library and make visits throughout the year.

### **Home School Reading**

Developing strong links between home and school reading is vital in ensuring children become lifelong readers. The school will support parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly for shared, supported and independent reading. The Reading Record is used as a tool for communication between parents and teachers. As the children progress through the school, pupils also contribute by predicting what the book might be about, appraising books and focussing on specific features of the text. All children in KS1 have access to the Lexia programme in order to develop and support individual reading skills. It may be beneficial for KS2 pupils to access the programme too.

### **Activities to support Reading**

St Catherine's regularly provides additional events and activities to widen the scope of reading such as: book week, author visits, story tellers, performers from theatre groups, making books and using dance and drama to illustrate texts. This year we have been selected by the National Literacy Trust to be a part of the Young Readers Programme in partnership with Seven Stories and Newcastle University. Years 2-5 will have the opportunity to participate in workshops run by Seven Stories and the University and will be given three books over the course of the year. Through this project we have also been given £250 to spend on our school library.

### **Assessment**

Assessment is used to inform planning and teaching. Guided reading planning and assessment sheets are used to monitor children's reading progress during weekly reading sessions. Teachers use assessment against year group statements to update their reading trackers. Summative assessment takes place at the end of each term using Rising Stars, or past SATs papers (Years 2 and 6). Autumn 2018 saw the introduction of the Star Assessment programme for all pupils from Y1 – Y6. In Early Years, children's reading skills are monitored and assessed through one to one reading, phonics tracking and the ability to read high frequency and tricky words on sight. The phonics tracking document is used to monitor progress in KS1.

### **CPD**

During this academic year staff have been introduced to Star Assessments and are developing their skills on how to analyse data to inform planning, provide for individual needs and deliver steps forward to narrow the gap. New members of staff who deliver phonics sessions attend Read Write Inc. training sessions. There are also regular meetings for phonics staff, to share good practice and ensure consistency across all groups. Reciprocal reading is regularly monitored through observations and discussions with pupils. Findings are fed back to staff to share good practice and to increase the effectiveness of the programme.

### **Monitoring**

The Senior Leadership team, the Reading Lead and the Governor responsible for English, monitor the quality of teaching of reading and children's achievement and progress in reading through learning walks, lesson observations, drop-ins, talking to pupils about their reading and analysis of data. Findings are shared with staff and next steps fed into performance management targets and the subject development plans. By assessing whole school reading progress, targets will be set to address learning gaps, where appropriate

### **Useful links**

<http://www.literacyshed.com/>

<https://schoolreadinglist.co.uk/>