

St Mary's Catholic Primary School



*'With Jesus, we learn together
through faith and love'*

Reading Policy

**“So please, oh PLEASE, we beg, we pray,
Go throw your TV set away,
And in its place you can install,
A lovely bookshelf on the wall.”**
Roald Dahl, ‘Charlie and the Chocolate Factory’

Intention

“The programmes of study for reading at key stages 1 and 2 consists of 2 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.”
(National Curriculum, 2014)

As a school it is our intention that all children will be fluent and confident readers who choose to read for pleasure.

A love of books and an enthusiasm for reading are precious and important at St. Mary’s. Staff understand that there is a correlation between children who read for pleasure and life success (socio-economic background should not be a barrier).

Phonics is emphasized in the early stages of reading as staff are aware of the importance of being able to decode with automaticity.

Secure Phonics knowledge should also go hand in hand with effective modelling of comprehension skills. Children at St. Mary’s are exposed to a variety of genre through shared reading and guided reading in order to develop their vocabulary and foster their love of reading, as well as preparing them for the demands of Secondary school and beyond.

Aims

- ❖ To develop happy, healthy and **curious** learners who read confidently and independently
- ❖ To begin to develop lifelong enjoyment and pleasure in reading
- ❖ To enable children to access all areas of the curriculum
- ❖ To enable children to access, understand and begin to manage information
- ❖ To begin to understand the meaning of what is read to them and what they read
- ❖ To begin to respond to what they read; to say whether they like or don't like it and why
- ❖ To begin to understand and respond to the feelings that words can arouse in us like happiness, sadness, anger
- ❖ To begin to understand that this experience allows us to make connections with other people
- ❖ To walk through doors to the past, to the future, and to other worlds both real and imagined

As a community of readers we expect **all adults** to model and communicate their love of reading. These are just some of the ways we can share this:

- ✓ ***Story time***
- ✓ ***Shared and guided reading***
- ✓ ***Reading with individual children***
- ✓ ***Talking about and reviewing books with children***

Organisation (How the teaching and learning will be delivered):

In the Foundation Stage (Nursery and Reception) the teaching of reading is based on the area of learning Communication, Language and Literacy in **The Early Years and Foundation Stage (EYFS)**.

In Key Stage 1 and 2 The National Curriculum programmes of study for reading at key stages 1 and 2 consists of 2 dimensions:

- word reading
- comprehension (both listening and reading)

Phonics

The school follows the systematic, synthetic approach laid out in Letters and Sounds (DfE 2007). From LEYs until the end of Year Two children have a daily phonics lesson. In year three GPC's are revised. In Nursery children are taught Phase One of Letters and Sounds 'with the intention of teaching young children important basic elements of the Letters and Sounds programme such as oral segmenting and blending of familiar words' (Letters and Sounds: Principles and Practice of High Quality Phonics Primary National Strategy, 2007). During lessons in EYs and KS1 previous phonemes are revised, new phonemes are introduced and then children apply their new learning. Common exception words are also explicitly taught. Those children who still need support with reading or children who are new to the school/language also have 'Phonics Booster' classes.

Children have a range of opportunities to develop their phonics skills in class throughout the curriculum. Speaking, listening, reading and writing activities will be developed which allow them to explore and practice their phonic knowledge, blending and segmenting skills **independently**:

- Guided reading
- Silent reading
- Shared reading
- Reading in other subject areas
- Daily phonics
- Comprehension activities
- Paired reading
- Activities during Book Week
- Phonic activities/ games
- Home reading books

How is reading taught?

Reading involves the integration of many skills, including phonic knowledge, vocabulary and life experience. Another important aspect is a child's desire to read. It is our intention to foster a love of reading and to move children as quickly as possible from 'the learning to read' box into the 'reading to learn' box.

With this in mind we have developed a guided reading timetable which encompasses all the aspects mentioned above.

At St. Mary's Guided Reading is taught in small groups using the carousel method. Whilst one group is working with the Class teacher on a particular genre another group will be working with a T.A. on a different genre e.g. poetry and story with familiar setting. A third group will carry out an independent activity linked to previous reading they have done with an adult. A fourth group will be recording new vocabulary (words taken from a text that they will encounter in their vocabulary book therefore pre-learning). The final group are DEAR (drop everything to read), during this session children have the opportunity to sprawl out in the reading areas and choose their own reading material.

During guided reading and shared reading children are exposed to a variety of genre including: pictures and picture books, traditional tales, non-fiction linked to other subjects and poetry and short film.

English from Year One through to Year Six is taught using Focus Education planning which encapsulates our desire as a school to put quality texts at the heart of our lessons. The rationale behind our choice of Focus Education is that a book is used as:

- a hook to fully engage and interest the children;
- responding to reading activities to allows immersion in and exploration of the text, including picture exploration, book and writer talk;
- capturing ideas activities which include drama (hot seat, conscience alley) and talk to support understanding of the text and to develop vocabulary, language and ideas for writing;

- possibilities for the contextualised teaching of grammar; sentence games to develop creativity, vocabulary, language and grammar;
- links to guided reading can be made

The role of the Coordinator and Curriculum Team:

The role of the co-ordinator is to:

- Ensure teachers are familiar with documents and schemes of work to help them to plan lessons. Provide support and advice to all staff
- Lead by example in the way that they teach lessons in their own classrooms.
- Track progress in the subject area, analyse assessment data
- Prepare, organise and lead INSET
- Monitor the subject through:
 - Learning walks
 - Observing colleagues from time to time, with a view to identifying the support they need
 - Scrutiny of pupil's work and displays
 - Planning
 - Pupil Interviews
- Develop the action plan with the curriculum team
- Review resources and manage the budget for the subject area
- Update policy and documents with the curriculum team
- Attend all relevant inset and support staff in training needs
- Work cooperatively with the Inclusion manager coordinator providing advice and support for staff.
- Keep an organised and up to date file.
- Meet with the governors and discuss the subject area

Assessment and record keeping:

- Letters and Sounds – Children in UEYs, Y1 and Y2 will be assessed each term, data recorded on a spreadsheet, needs identified and action taken
- Reading Ages – Reading ages will be assessed twice a year and more frequently for children having difficulty with reading to assess their progress
- SATs – Children in Key Stage 1 and 2 will complete optional SATs annually in the summer Term.
- Phonics Screening Check- children in year one and children in year two who were not successful in year one.
- Reading levels are assessed each term
- Year Two – Detailed records will be kept as part of end of Key Stage assessment
- Each child will have a record kept of the books they have read. The reading Scheme books are on a checklist and is dated when a child has read a book and the free readers will also have a record of books they have read and date they complete the book.
- EYs will keep a record of phonic knowledge (Letters and Sounds assessment) and assessments of the Early Learning Goals
- Children in EYS will have a reading book which is closely matched to their phonic knowledge
- All children throughout the school are heard read regularly e.g. one to one or in small guided reading groups to ensure they are reading a book matched to their reading ability.

Inclusion (SEN, EAL & G&T):

Children with specific reading, speech and hearing difficulties will be identified and supported in school and external help will be sought where necessary. Children who also have English as an Additional Language may need support with reading and developing their comprehension skills.

Children identified as needing support with reading will be heard reading daily to ensure fluency and comprehension.

Children who are also identified as needing support with reading may have other support as agreed with the class teacher and Inclusion Manager.

We offer a range of support – Toe by Toe, 'Phonics Boosters', Daily Reading (1 to 1).

Equal Opportunities:

We are committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

At St Mary's we believe that all human beings are equal in the eyes of God regardless of their race, gender, disability, religion, belief or age.

Due to this we aim to ensure that all members of our school have equal opportunities to learn, develop and grow with dignity in a community of mutual respect. We are committed to valuing and celebrating the diversity within our community.

(Please see Diversity and Equality Policy)

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At St. Mary's Catholic Primary we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home daily and to encourage parents and carers to contribute to their child's reading development by hearing their child read each day.

We ask all parents to sign their child's Reading Record book each day. Even the children who are free readers need to be heard reading and their Reading Record book signed

Reading should always be an enjoyable time for Parents. It does help if you can have a routine of an "agreed" time to read daily. To make reading together a special time, choose your location carefully (the car is not to be recommended!) and make sure the TV or radio is switched off.

We recognise that children make better progress when they are supported at home and when there is good communication between child-school-home

We would ask parents also to spend time talking to their child about the book and ask their child questions to try and develop their comprehension skills.

The school will try and support any parents who need advice on hearing their children read. Class teachers will meet with any parent who needs advice or support.

The school will arrange to have parent workshops in reading to support parents and give them advice