

St Joseph's Catholic Primary School



Reading Policy and Guidelines

At St. Joseph's we aim to
promote a learning community
based on the Gospel values of
Love, Trust and Respect
where the achievements of everyone
are recognised and celebrated

Living, Learning and Loving
together with Christ

St. Joseph's Catholic Primary School

Reading Policy and Guidelines

Rationale

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discrete and cross-curricular learning opportunities. Above all, our aim for the children in our school is to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading in order for them to fulfil their potential.

Aims and Objectives

Our aims for reading are to:

- Instil in children a love of reading that lasts for their life time, to share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill.
- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books from a variety of cultures and in a range of different styles and formats.
- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and play-scripts.
- Develop children's confidence, fluency and independence when reading for different purposes.
- Develop children's abilities to reflect on and have an interest in what they have read as well as the language and punctuation choices made by the author.
- Use drama and role-play, where appropriate, to immerse children in the text.
- Ensure children have sound phonic awareness.
- Ensure reading material is matched to the child's phonic ability in Key Stage One and is age/stage appropriate in Key Stage Two.
- Use IT systems to support reading (e.g. Lexia).

Teaching Approaches and Strategies

Reading is taught throughout the whole school discretely as part of English and as an integral part of the school day.

Our approaches and strategies are summarised below:

During English lessons, guided reading/comprehension and other areas of the curriculum, children have the opportunity to experience a wide range of good quality texts (both fiction and non-fiction) and are encouraged to respond and reflect on these. Through the use of shared and guided reading children experience good models of reading and reading discussion, using a variety of quality texts written for a range of purposes.

Early Reading

In Early Years the focus is on developing children's language and communication skills through the Foundation Stage Curriculum. Early matching, categorising and sorting activities are used to develop visual discrimination skills.

An interest in books is developed by sharing songs, stories and rhymes, fostering opportunities to talk and re-enact stories or follow children's interests through information books. Books are shared with the children daily and children are stimulated to look at and talk about story and information books. Throughout child-initiated learning time, children have the opportunity to explore books of their own interest in quiet and inviting book areas. Print has a high profile in our environment and library books are changed weekly.

As children progress into Reception, reading is taught using synthetic phonics as the main approach to reading. Children are systematically taught the phonemes (sounds), how to blend the sounds all through the word for reading and how to segment the sounds in order to write the words. They are taught to use their phonic skills and knowledge as their first approach to reading. They are also taught high-frequency words which do not completely follow phonic rules. Children's progress is continually reviewed which informs movement between phased groups.

Guided Reading/Comprehension

Every child will take part in guided reading sessions on a weekly basis. Texts chosen aim to challenge the children to develop high-order comprehension skills, generate child-led discussion and often lead to independent written activities that allow children to reflect on the text.

Reading skills are taught and practised using VIPERS during whole class reading sessions; questions will focus on: Vocabulary, Inference, Prediction, Explanation, Retrieval or Summary/Sequence . Teachers record and use evidence from these sessions to inform APP judgements / National Curriculum expectations.

Reading Scheme

Children have opportunities for independent reading of their reading scheme/library books during the school week. All children have a reading book. In Early Years and Key Stage One, books are selected for the children to match their current phonic phase. These books are 90% decodable by the child and the class teacher will monitor this regularly. If children want to read a book that is currently beyond their ability level (e.g. library book), we will encourage parents to share the book at home with them. In Key Stage Two, children will choose their own reading book from a selection of books at an appropriate level. This not only provides the children with choice but also encourages reading for pleasure. Children will be given the opportunity to change their library and reading books as often as needed. Reading to an adult is recorded in the children's Reading Record book and the class teacher's reading file.

Reading Aloud

All children read aloud with staff and other adults at school. When this is 1:1, it is recorded in children's Reading Records. Reading regularly at home with parents or carers makes a significant

difference to children's reading ability and helps to develop an enthusiasm for reading and a life-long love of books. Research shows that it is the single most important thing parents can do to help their child's education. Reading aloud improves children's reading ability and their vocabulary; this in turn will feed into the quality of their writing. Discussing what is being read also develops comprehension skills. At St Joseph's Primary School, we expect every child to have a parent/adult listen to them read 'little and often'. For example, 10-15 minutes every night (to include reading and discussion of the book). Parents are asked to sign the Reading Record book so the class teacher knows that children are reading at home. For those children who do not read at home, the class teacher will ensure that they will read regularly in school.

Some children need to read more regularly to an adult as they need more practice and/or they are not reading to an adult at home. Class teachers identify these children, and they read to school staff or other designated adults on a regular basis.

Developing Phonic Awareness

Throughout Foundation Stage and Key Stage One discrete phonics sessions are planned for and taught daily following the Essential Letters and Sounds programme. These sessions enable the children to learn specific sounds through practical sessions which are reinforced through games and activities. Class teachers must ensure that children are using a phonics first approach to their reading. They should sound out known sounds and blend them together to read. Children who need to further develop phonic knowledge, in particular their recognition of the 44 sounds as shown in Essential Letters and Sounds, must have a clear programme for progression. They will be supported and closely monitored by their class teacher. In addition, these children should be brought to the attention of the SEN co-ordinator in order to explore possible reasons behind their difficulties and implement strategies as appropriate. Key Stage Two teachers must maintain a programme of support for children who did not meet the expected standard in the Key Stage One Phonics Screen.

Assessment

Teachers continually assess children's reading. Assessment is used to analyse children's strengths and weaknesses and to plan future work and targets accordingly. Children's attainment and progress are regularly monitored and reviewed through the use of teacher assessment. Children are monitored through the use of formative and summative assessment. Children who do not meet age related expectations and/or do not make the expected progress are supported and interventions are put in place, for example, Lexia may be used as an intervention as well as to provide challenge. It is a research-proven programme which provides explicit, systematic, personalised learning in the five areas of reading instruction.

The English Leader will:

- Provide support by encouraging staff and sharing best practice.
- Monitor learning and teaching throughout the school.
- Monitor planning and assessment.
- Support staff development through in-service training and audit and provision of resources.
- Ensure continuity in assessment throughout the school and lead staff meetings to support this aim.

- Monitor reading in school.
- Keep up to date with new developments in reading and keep the staff informed.
- Play a key role in formulating, maintaining and reviewing the Reading Policy.
- Lead colleagues and at all times be supportive.

The Class teacher will:

- Operate a Red, Amber, Green system of identifying the children who need to read with staff either every day, three times a week or at least once per week.
- Read to their class on a daily basis
- Be able to recommend books to children in their class and help them expand knowledge of authors and genres they are selecting for themselves.
- Be responsible for the teaching of reading as set out in this policy and guidelines.
- Provide English plans, including guided reading, and make these available to the Head teacher and English lead.
- Provide work samples to the English lead.
- Assess children’s reading informed by guided reading, support staff assessments, APP and formal tests, and keep evidence to support these judgements.
- Use evidence from the teaching and assessment of reading in order to inform future planning, teaching and learning.
- Monitor children’s progress in reading using assessment data and refer any concerns about individuals or groups to the English lead /SENCO.

Monitoring

The Link Governor for English will meet with the English lead and conduct a termly monitoring visit.

This policy will be reviewed at least annually by the subject lead for English.

Reviewed October 2022