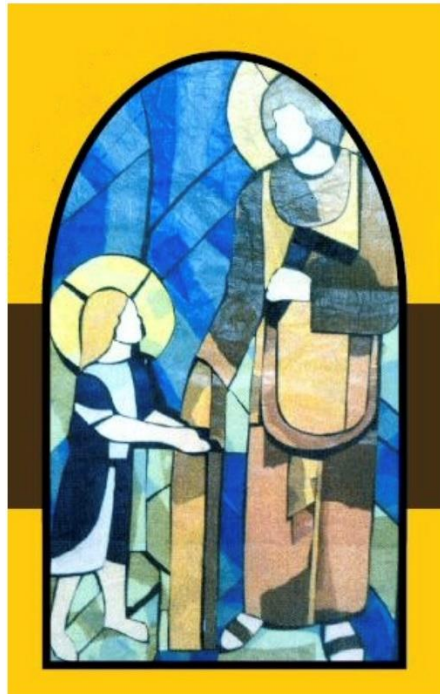


Reading Policy

St Joseph's Catholic Primary

'We follow in St. Joseph's footsteps, building a community of love, trust, respect and learning.'



Reviewed by Samantha Golding (English Lead)

September 2024

Approved by Governors:

To be reviewed annually

Introduction

The importance of reading to the curriculum

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies, depicted in the New National Curriculum (2014), drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter, that pupils come to understand how writers write and the special relationship which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it.

Aim

Reading has to be a positive experience as it underpins a child's access to the curriculum and impacts on their achievement. Children are reluctant to read because they find it difficult. As a school we need to ensure we are supporting children with their reading skills development and comprehension by reading aloud in the classroom, providing opportunities for children to read, write and talk about a variety of texts, read texts repeatedly to support and build fluency, teach children the tools to figure out words they do not know, use prior knowledge to make connections and opportunities to develop and master comprehension skills including inference, prediction and summarising. It is imperative to build positive experiences around reading across the whole school to develop the children's confidence and promote reading for pleasure.

At St Joseph's, we consider ourselves a community of readers. Therefore, we expect all adults to model and communicate their love of reading by enjoying a class novel together that is read every day as a class, planning engaging shared and reading opportunities and planning class participation in school and national literacy events which promote reading including World Book Day, library visits, Summer Reading Challenge, book fair, book and film festival.

Implementation

Entitlement and curriculum provision

The National Curriculum (2014) provides a detailed basis for implementing the statutory requirements for reading.

Much of the Programme of Study needs to be taught through English, and guided reading but it is expected that the children will read widely across the curriculum.

Early Readers

From the start of their school experience, children are immersed in a world of literature with books chosen to stimulate their imagination. The children are taught to tune into sounds which they hear in both the classroom and outdoor environment. They learn how to listen through story, games, rhymes and talk. Children are introduced to the conventions of books, reading from left to right, regarding the illustrations as an integral to the story, turning the pages singly etc. The use of stories and rhymes is key at this point. Children are encouraged to act out well known tales and join in with a repertoire of nursery rhymes. There is a very strong focus on listening to familiar stories and puppets and role play help to bring these alive. In EYFS high quality children's story books are sent home weekly for children to read for pleasure with their family members and fully decodable books which have been already read with the teacher in school are then sent home for the children to practice applying their phonic knowledge to their reading. Parents communicate with school through comments in a reading log. Our Reading Practice sessions provide an opportunity for the children to apply and embed their phonics knowledge at the end of each Phonics lesson. Throughout this early reading phase, the teaching and application of phonics is key. The Little Wandle Letters and Sounds revised scheme is used to teach phonics.

Developing Readers

As the children progress in their reading they build a growing sight vocabulary. This and their ability to segment and blend sounds develops their reading skills. At this point they start to become readers for meaning and have more of an understanding of what they read. Children are taught to retell, sequence, predict and question as part of the reading process. Children are given fully decodable books until they are fluent readers. Sessions are used to reinforce phonic knowledge and blending, to practice prosody and for comprehension skills. The children are introduced to the VIPERS approach and are helped to develop finely tuned comprehension skills including: retrieval, inference, predicting, sequencing, summarising and the understanding of new vocabulary. Children are taught how to find evidence in a text and begin to explain their ideas to show their understanding. Each child continues to take home a levelled reading scheme book with a reading record. Parents and carers are expected to enter into a dialogue with school through this log which is an extremely valuable tool. Children continue to receive daily structured phonics sessions until their phonics knowledge is secure. Regular assessment

ensures children who are not working at an appropriate level in reading have access to additional phonics catch up sessions. These regular interventions are carefully monitored and the children's reading progress is closely tracked. We ensure that each classroom has an inviting book corner with a carefully selected range of books. Each classroom also has a number of non-fiction books and reading materials related to their cross curricular topics.

Fluent Readers

Once the children can read fluently and do not need fully decodable books, they are encouraged to visit the book corner to choose a reading book, read a book from home or visit our school library. Children continue to take home at least one reading book and are still heard read during the school day. More complex reading comprehension skills are increasingly taught and deepened through our whole class reading lessons and will now cover a wide range of activities including answering and explaining questions related to the text, using inference and deduction, predicting, summarising and discussing language meaning, choice and effect. The children have experience of completing more challenging comprehension tasks alongside the teacher in whole class shared reading sessions and then independently.

Reading Lessons

In reading lessons, the responsibility for reading shifts to the learner. The majority of the pupils should be reading the same text with differentiation of text type only being used where necessary. This mirrors the expectation of the end of key stage assessments where all children are expected to read the same text. It is important however, to support children who are not working at the expected standard and who will therefore need a less challenging text type. It is intended that the reading lessons 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 and/or objectives taught within the reading lessons.

The model for the reading lesson is:

- The teacher reads the text to the children and the text is revisited every lesson through echo read, pair read and choral read to develop fluency and understanding.
- The teacher models responses to a range of question types.
- The teacher works with a focus group and supports where required.
- Shared marking of the responses takes place where children self-mark.
- To make inferences from a front cover by observing, wondering, inferring and predicting.
- To understand a text through developing fluency skills and using words in context.
- To summarise texts through identifying key points.
- To use retrieval skills to answer retrieval based comprehension

- questions by using the text to find the answers independently.
- To use inference skills to answer inference based comprehensions questions by the using the text to find evidence to support answers independently.

Reading Materials

The school uses a range of high quality, up-to-date resources for teaching reading.

It provides:

A Reading scheme:

For 'Early Readers' we predominantly use the Big Cat Collins scheme. Other fully decodable books are also used to give opportunities for phonics knowledge application. The Little Wandle Rapid Keep-up (fully decodable) reading intervention is also used in lower KS2 where appropriate.

Free Choice books:

Our communal libraries and class book corners are engaging and well organised. Children and class teachers are also directly involved in the purchase of their new books – often suggesting books by a familiar author or a book on a similar theme. Our book corners aim to reflect our diverse society.

Whole school Book Curriculum:

This range of books have been carefully selected to ensure that our children are exposed to a wide range of quality genres and authors. We choose books that celebrate diversity. Each year group is allocated a number of books to read throughout the year. These books are intended to be read aloud by the teacher, used as a shared reading focus or as a whole class reading session. The teacher uses these sessions to model the reading process and teach the children to predict, reflect and ponder as a reader. These books are also implemented across our curriculum and used as topics for foundation subjects. Many of our 'Talk for Writing' lessons begin with these memorable books. The spine is reviewed regularly in consultation with colleagues and pupils.

Assessment

Teachers continually assess reading and track children's progress. Phonics testing is frequent and rigorous with half termly assessments. Reading lessons are carefully planned to meet the needs of the group and develop all aspects of their reading. Each child is individually tested and given a reading age and comprehension age from year 2 onwards at the beginning of the academic year. Past SATs papers are used for assessment purposes in year 2 and year 6. Running record are also used where appropriate to assess individual reading. Progress and attainment in reading is a key part of half termly Pupil Progress meetings. In Key Stage 2 some children will still require phonics teaching and ongoing assessment.

Reading at Home

Early and Developing readers are expected to read at home to an adult daily. This is recorded within their reading record log and monitored closely by class teachers and teaching assistants. Our more fluent readers in KS2 are expected to read at home independently or to an adult regularly and update their reading record log. Regular home reading and updated reading logs are an essential part of our homework expectations.

Celebrating Reading

- The school has good links with our local library and always takes part in the Harwich Summer Reading Challenge.
- World Book Day is celebrated within school and has included author visits, trips to the local library, dressing up as book characters, dressing up as words to describe chosen book characters, The Masked Reader, decorating a wooden spoon as a book character, WBD disco.
- Children regularly see adults within school as readers with teachers sharing their own love of particular books, poems and authors.

REVIEW AND EVALUATION

The policy for Reading will be revised annually. The implementation of the policy will be monitored by the Head teacher and English Lead.