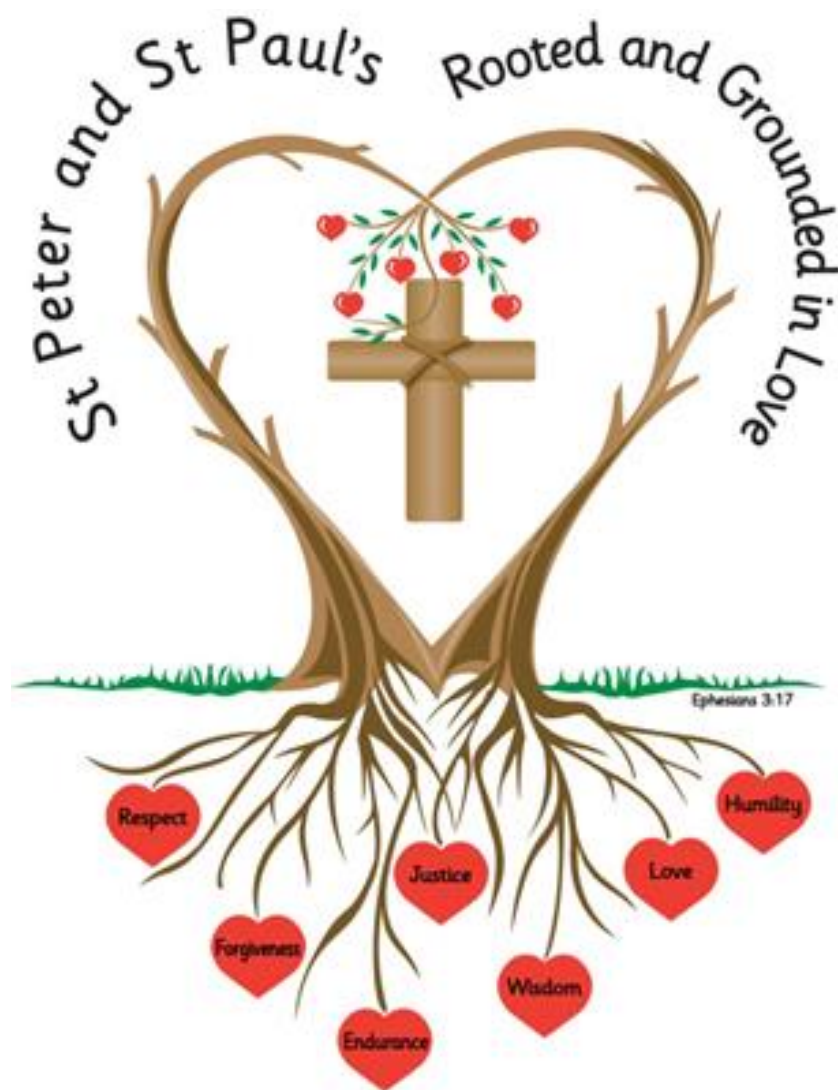




Reading Policy

Being 'Rooted and Grounded in Love' (Ephesians 3:17) we strive to follow the Lord's command to love God above all things and each other as brothers and sisters, making God's Kingdom a reality in our school and throughout our community.

Introduction

At St Peter and St Paul's Primary School we understand that reading is a fundamental tool for everyday life, and it is therefore an essential component within our curriculum. Encouraging children of all ages to develop and foster a love for reading is of the highest importance to us as our vision is for each and every one of our pupils to become lifelong, confident readers.

Throughout our teaching of reading, we aim to promote high standards of literacy by exposing our pupils to a wide range of resources linked with both the spoken and written word, as well as developing their love of reading through widespread reading for enjoyment.

We aim to ensure 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
- are aware of our rich and varied literacy heritage
- 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, participating in debate and drama activities

It is our goal that, by the end of their primary education, all pupils at St Peter and St Paul's Primary School are able to read fluently, and with confidence, in any subject.

1) Our Intent

At St Peter and St Paul's we firmly believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We greatly understand the importance of parents/carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

2) Implementation

Classroom Delivery

All children have access to the age-related skills and knowledge contained in the National Curriculum. Within these lessons (or as part of Intervention), teachers and teaching assistants provide targeted support for any SEND children as required to enable them to achieve age-related expectations wherever possible. Opportunities are provided for all children to extend their learning and more able children are encouraged to demonstrate a greater depth of understanding through a variety of extension tasks such as extended

answers, targeted questioning, reasoning, drawing on comparisons and making links across and between texts.

Phonics: Early Years and Key Stage 1:

Pupils are taught as a whole class, focussing on individual sounds, groups of sounds and common exception words within different phases. As a school, we have a clear route of progression for the teaching of new sounds due to following the letters and sounds document however we also use a variety of published schemes alongside this such as fast track phonics and bounce back phonics which are often used for intervention/catch-up support. Where needed, children are given additional support from teachers and teaching assistants, either within the whole class lesson or as part of planned interventions that take place in addition to the lesson to aid steady progress.

During the summer term, in year 1, all pupils undertake the statutory Phonics Screening Check which assesses their ability to apply what they have learnt. After this, targeted support is put in place to support those pupils who do not meet the expected standard and they retake the check in year 2.

Home Reading Scheme

At St Peter and St Paul's, books from different reading schemes which fit into the recommended banding system are used. These include books from Rigby and Collins amongst other recognised schemes. which ensure progression in both word reading skills and comprehension. The scheme is structured to ensure that children have access to a wide range of texts and allows for pupils to develop their skills within a level before moving to. All pupils have a home-reading record which parents/carers are asked to sign and add comments indicating how much pupils have read, their ability to access the text and also their level of understanding. Staff responsible for changing the children's books read these comments and take action as required.

3) Our Intended Impact

- Pupils will enjoy reading across a range of genres
- Pupils of all abilities will be able to succeed in all reading lessons
- Pupils will use a range of strategies for decoding words, not solely relying on phonics
- Pupils will have a good knowledge of a range of authors
- Pupils will be ready to read in any subject
- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records
- The % of pupils working at age related expectation within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non- disadvantaged)

Developing a Reading Culture

Developing a culture of reading at St Peter and St Paul's is paramount to ensure consistent progression, not only in reading but across all other subjects.

In classrooms, teachers place a high value on reading by:

- Ensuring that each classroom has an up-to-date, well-designed and looked after reading area which has a range of fiction and non-fictional texts as well as texts linked to current class topics
- Each classroom promotes reading through their use of displays
- Allowing children to choose their own home reading book (within their reading level band)
- Allowing the children to participate in the selection of books for their termly class novel through ideas such as 'don't judge a book by its cover' etc
- Ensuring that the reading aloud of challenging, age-related and engaging texts happens every day (sharing of class novel)
- Providing pupils with regular opportunities to visit our school library and choose books to read independently



Year 5 reading display showing the year 5 key texts.



Year 3 reading display with the incentive of each child's picture making it to the moon.

Our school creates an environment that promotes the culture of reading by:

- Exhibiting displays around school and in communal areas to prompt/promote reading
- Keeping a well-stocked and up-to-date school library with quality, engaging texts covering a range of topics
- Maintaining close links with the local library, ensuring that all classes visit the library each term and that the children are informed of special events hosted by the library such as the annual Summer Reading Challenge
- Hosting events to promote reading such as the annual World Book Day
- Promoting reading at home through our individual class initiatives and incentives
- Subscribing and offering access to online reading platforms such as ReadingEggs.



KS2 library display showing the KS2 reading journey across school.
This display focuses on the key texts taught in each year group.

Strategies Taught to be a Successful Reader

Through our reading curriculum, we ensure pupils have the opportunity to practise and apply the following skills:

- letter recognition
- decoding/ segmenting/ blending
- identifying patterns and rhymes
- comprehension and understanding
- prediction, deduction and inference
- skimming and scanning
- intonation and expression
- identifying the importance of punctuation/ grammatical features
- reading around in order to find meaning
- building cohesion between word families/ prefixes/ suffixes in order to establish word meaning

Our Home Reading Approach

KS1 Home Reading- Home reading books are changed every Monday and Thursday. Children are asked to read two books a week. If they are struggling to achieve this, they will be encouraged to try to read one book per week. Expectations of home reading are explained to parents each year as part of the 'Welcome Leaflet' which is produced by each class teacher. Parents are expected to sign their child's home reading journal to indicate when/ how far they have read and on completion, the book will then be changed in school. Parents can also comment in the reading journals to inform staff if there have been any difficulties in accessing the text. If pupils are not reading at home, it is school policy to contact parents to discuss the reasons for this and to offer support and encouragement as needed. If children are not supported with their reading at home, staff make arrangements to read individually in school throughout the week. In Reception, an additional help sheet to 'support your child's reading' and guidance on how to deliver phonics in line with our school approach is also provided. In addition to

this, parents are also offered to attend a phonics session (led by the reception class teacher) to learn more about the delivery of phonics in school and how they can support their child whilst reading at home.

KS2 Home Reading

As children progress through KS2 and start to read longer texts, books are changed once each week and this is usually every Monday. Alongside this, the children are encouraged to read a text online which has been set for them through the use of the subscribed website Reading Eggs. Expectations of home reading are explained to parents each year as part of the 'Welcome Leaflet' which is produced by each class teacher. Parents are expected to sign their child's home reading journal to indicate when/ how far they have read and on completion, the book will then be changed in school. Parents can also comment in the reading journals to inform staff if there have been any difficulties in accessing the text. If pupils are not reading at home, it is school policy to contact parents to discuss the reasons for this and to offer support and encouragement as needed. If children are not supported with their reading at home, staff make arrangements to read individually in school throughout the week.

**** Children in KS2 who are still accessing KS1 texts are still expected to change their book twice a week as their books are shorter in length.**

Support for children not reading regularly at home – Children who are not reading regularly at home are added to the list of daily readers and staff will read regularly with those children in school throughout the week. Our aim is to motivate children to read at home because they enjoy reading and recognise the importance of it, however, we appreciate that some children may need incentives. Each class has a reading display where children record the number of books they have read, moving towards a final target. Children who are not supported with reading at home are still able to access this because they read in school.

Phonics

Phonics is taught daily in all infant classes and each session follows the same sequence of learning:

- **Review** A quick review of learning - Interactive, good pace, covering most recent learning. (3-5mins of teaching)
- **Introduce/ Teach** a specific aspect. This might be a new sound or new tricky word etc. (5 mins)
- **Practise** - Children practise the new skills taught and read/write words in isolation.
Apply- Children apply their learning e.g. put sounds into words in context, use words within sentences, find words within a text

Unless children are working significantly below age-related expectations, usually due to SEND, all children access the daily whole class teaching. Although this is targeted at children who are working at the expected level the teacher will differentiate and provide opportunity for children working below or above expectations to practise at their own level. Phonics intervention will be provided for these children as needed.

Opportunities to apply phonics knowledge and understanding is provided in a variety of ways such as continuous provision areas (reading and phonics area), daily English lessons and cross curricular writing.



EYFS Phonics Display

EYFS children are usually taught four phonemes 'sounds' a week. Phases 2/3/4 are usually taught in Reception

Year 1 Phonics – The majority of children are usually ready to be taught Phase 5 which is mainly the alternative graphemes that make that sound for example. 'ai' 'ay' 'a_e'.

Year 2 Phonics - Phase 6 is taught in Year 2. This is taught regularly alongside the year group expectations for spelling, grammar and punctuation. Phase 6 activities are linked throughout English lessons and the expectations within the success criteria. The phase is also reinforced by completing set homework tasks.

Phonics Intervention – Most children will progress through the required phases at the same pace however we recognise that this is not the case for all children and intervention is provided as required in each class. We use the recommended schemes of work such as Fast Track Phonics in year 2 and Bounce Back Phonics in year 3.

Reading in EYFS/KS1

Shared Reading - The literacy input often provides opportunity for shared reading where reading skills are modelled by the teacher. This is in addition to story time at the end of the day.

Reading Across the Curriculum

In EYFS a new book/ story usually forms the theme of the week linked to the half term topic. Continue provision activities are linked to the book/ topic. Over the course of the week, the children are encouraged to read labels, leaflets, topic books and stories that are based all around the classroom. An example of this would be in the role play area: If the topic was 'Food and Celebration' the children would create a celebration café. This would include food menus to read, labels of objects and sign reading. Topic books can also be found in the reading area.

In KS1 a range of texts are explored linked to the English unit of work. These are looked at in depth and are often read together. Pages are annotated/highlighted to show new vocabulary etc which is added to the classroom working wall.

Reading for Enjoyment - children have access to a selection of books in the classroom, many of which link to the current theme being taught. Children are provided with regular opportunities throughout the week to read for pleasure and are encouraged to share a book with other children.

At the end of each day, all infant children enjoy a story that is read to them and children are often encouraged to vote for which book is read to them. As the children move through the infants, staff begin to share longer books which are continued daily in preparation for their move to KS2.

Guided Reading in KS1 (see below)

Reading in KS2

Shared Reading- The daily English lesson usually starts with an opportunity for shared reading where key reading skills are taught, and texts are analysed in depth.

Reading across the curriculum

Reading is a core component throughout all of our lessons, including our afternoon lessons such as history, geography and science. As the children progress through school, they are often presented with the task of reading sources, reading maps and completing their own research meaning they are being exposed to a range of reading skills/materials. At the beginning of a term, the children will have the opportunity to look in the KS2 library for books that link to what is being taught.

Reading for enjoyment

Children in KS2 have the opportunity to explore the in-class library each day which has a selection of books that are based on the reading spine of age-related expectations. The children are encouraged to keep a book of their choice in their tray and often get 5/10 minutes at different points throughout the day to read at their leisure. At the end of each day, a member of staff will read the class novel to the children and this is often seen as a time of calmness in the classroom where the children are encouraged to put their heads on the table, relax and listen to the story that is being read.

Guided Reading (see below)

Guided Reading in school

In KS1, children are grouped by ability and read in a small group with an adult at least twice per week and wherever possible three times each week.

In KS2, children are also grouped by ability and read at least once per week with the class teacher.

Guided reading lessons are delivered through a workshop approach where all children are involved in a reading activity at the same time.

Those children not taking part in a specific Guided Reading session with an adult may take part in activities such as:

- Pre read of the text they will be sharing with an adult
- Reading online e.g. ReadingEggs
- Reading for pleasure
- Comprehension
- Follow up activity after an adult led session
- Phonics based activity
- Reading through use of continuous provision
- Drama based activity

Early readers (usually EYFS and Year 1) The Guided Reading session will either be phonics focussed or comprehension focussed. All children in the group read out loud so that everyone accesses the text at all times. Children are encouraged to decode words by applying phonic knowledge.

An example of how this is structured across a week can be found below:

Mon	Tues	Wed	Thurs	Fri
Guided Reading PF		Guided Reading CF		
	Guided Reading PF		Guided Reading CF	
	Guided Reading PF		Guided Reading CF	
Guided Reading PF		Guided Reading CF		
Guided Reading CF				Guided Reading PF

Developing readers (usually year 2 and 3) - the emphasis within sessions is a balance between word reading and comprehension. Children are expected to read independently as the adult monitors the application of word reading, before the specific development of a key comprehension skill.

Key reading skills are taught appropriate to the year group/stage of learning and this includes asking questions to develop comprehension and explaining the meaning of new vocabulary.

Children are provided with independent activities that link with the texts. These include predictions, re-writing/changing a story, mapping out a story, dictionary work

An example of how this is structured across a week can be found below:

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Independent Follow up				GR – Teacher
Group 2				GR - Teacher	Independent Follow up
Group 3			GR – Teacher	Independent Follow up	
Group 4		GR – Teacher	Independent Follow up		
Group 5	GR – Teacher	Independent Follow up			

Fluent readers - most of the independent reading can be carried out by children prior to the guided reading session. More time within the session can then be spent exploring, analysing and comprehending the text thoroughly via book talk.

Children note thoughts, questions, predictions, make connections etc. in reading journals or annotate copies of the text in advance

An example of how this is structured across a week can be found below:

	Group 1	Group 2	Group 3	Group 4
Monday	Guided	Follow up	Reading for pleasure	Pre read
Tuesday	Follow up	Reading for pleasure	Pre read	Guided
Wednesday	Reading for pleasure	Pre read	Guided	Follow up
Thursday	Pre read	Guided	Follow up	Reading for pleasure

Whole-School Reading Assessment

At the end of each term, children in years 1-6 complete a scaled score reading assessment through the use of the scheme NFER. The scheme provides a variety of age-related texts and assessment questions that progress throughout the year. This resource is used as formative assessment tool for teaching staff in order to build a wholesome picture of each child's reading ability and understanding. Due to the nature of the test, all children are expected to read the text and answer questions independently. The test scores is then pieced together alongside the evidence that is seen in the classroom during daily lessons in order to form a summative assessment level for the child which is then added onto the Lancashire Tracker system. Both English led and KS leaders examine this data each term in order to then timetable intervention slots/ allocate extra support within the classroom.

Policy updated September 2022

To be reviewed September 2023