



## READING POLICY

### ***Mission Statement***

Our Mission at St. Anne's Roman Catholic Primary School is to ensure a safe and caring learning environment in which Every Child is given Every Chance to achieve their potential. We recognize that every individual is unique and formed in God's image and likeness. It is this that guides our daily work.

### ***Rights Respecting School***

We uphold the articles from the United Nations Convention on the Rights of the Child. These articles underpin our Reading Policy:

**Article 3** (best interests of the child) The best interests of the child must be top priority in all decisions and actions that affect children.

**Article 28** (right to education) Every child has the right to an education.

**Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

### ***Aims***

- To enable all pupils to read for enjoyment, with confidence, fluency, accuracy and understanding.
- To employ a full range of reading cues – phonic, graphic, syntactic, and contextual – to help pupils to monitor, correct and make sense of their own reading.
- To foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- To enable pupils to find books interesting and to evaluate and justify their preferences.

- To help pupils to develop a suitable technical vocabulary through which to understand and discuss their reading.
- To develop reading skills in tandem with those in writing, so that pupils may function in society as literate adults and readers for life.
- To create reading opportunities for pupils across all areas of the curriculum, to make it more meaningful and relevant to them.

In order to deliver the above, we will meet the National Curriculum objectives. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genres. They will have the opportunity to read 'real' books and newspapers, big books, posters, ICT based texts on laptops and interactive whiteboards, banded reading materials and reading schemes.

## ***The teaching of reading***

### **EYFS**

In EYFS reading is an important feature inside and outside the classroom using Letters and Sounds and Phonics Play materials which promote a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. Pupils are taught to:

- Discriminate between the separate sounds in words.
- Learn the letters and letter combinations most commonly used to spell sounds.
- Read words by sounding out and blending their separate parts.
- Study written representations of a sound and how it looks.
- Recognise on sight vocabulary identified as 'tricky words.'

A range of ways are used to promote reading:

- Book corners that are stimulating and accessible.
- Pupils have the opportunity to read to an adult using levelled reading books at least once a week. Pupils can also choose a book to read for pleasure. Reading records are used to communicate reading progress between home and school, and include teachers' and parents' comments.
- Enthusiastic staff who share their excitement of books with children.
- Opportunities for independent writing in all areas of the EYFS unit.
- The use of story props and role play areas and displays to enhance core books.
- Well planned shared and guided reading sessions that all practitioners are confident to take part in.
- Opportunities for children to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text and the purpose of punctuation.

- Involving parents in understanding the importance of early literacy through parents' workshops explaining the teaching of phonics, newsletters and home shared reading books.
- Opportunities to retell and act out stories using props and story maps.

## **KEY STAGE 1**

Pupils in Key Stage 1 have reading at the heart of their English lessons to develop happy and curious learners who read confidently and independently.

Phonics is taught daily to embed the skills listed above, to help pupils to improve their word reading skills and strategies to engage with texts. The reading books enable pupils to develop their ability to segment and blend phoneme/grapheme sounds independently.

Guided Reading sessions take place daily with the teacher and teaching assistant each leading a group and focussing on the pupils' ability to become independent readers, thinkers and learners. The pupils read levelled texts and the sessions provide a combination of phonics work (to promote pupils' blending and decoding skills) and comprehension. The teacher/teaching assistant shares the key objective(s) with pupils, assesses pupils' progress within the session and records the outcomes on guided reading assessment formats which are kept in the teachers' files. Further to the focus groups, a carousel of activities is undertaken by the pupils working independently. The activities are often linked to the texts the pupils are reading and promote the independent application of skills previously taught.

## **KEY STAGE 2**

Guided reading sessions take place daily with the teacher and teaching assistant each leading a group and focussing on the pupils' ability to become independent readers. The pupils are grouped by ability and read levelled texts. There is some focus on phonic skills but the main emphasis is on comprehension skills with pupils discussing the texts they have read and answering questions about inference, the meaning of particular words, the retrieval of details, summarising text, prediction, explanation and comparison. The teacher/teaching assistant shares the key objective(s) with pupils, assesses pupils' progress within the session and records the outcomes on guided reading assessment formats which are kept in the teachers' files. Further to the focus groups, a carousel of activities is undertaken by the pupils working independently. The activities are linked to the texts the pupils are reading and promote the independent application of skills previously taught.

## ***Opportunities for Reading***

### **SHARED READING**

The whole class has access to the same text often using an enlarged text (paper or on the IWB). Shared reading provides a context for teacher modelling,

### **GUIDED READING**

See information above

### **STORY TIME**

Texts that are age appropriate and of interest to the pupils are read aloud by the teacher. Giving pupils the opportunity to hear an adult read to them develops their ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check pupils' comprehension by asking questions which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary.

### **LIBRARY SKILLS**

Pupils access the library for research purposes helping them to develop the skills needed to locate and effectively use information. Pupils can also borrow books from the library to read for pleasure.

### **HOME READING**

We work in partnership with parents, so pupils develop a love of books and reading. Daily reading at home and school ensures pupils make progress developing reading skills whatever their age. Encouraging pupils to read widely, in and out of school, across both fiction and non-fiction, helps to develop their knowledge of themselves and the world in which they live, 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 used in everyday speech. Initiatives such as 'Share a book day,' Book Swap and parents' workshops ensure that parents are kept informed and are invited to enjoy books and reading with their children. *(parent leaflets are available on the website which list ways in which parents can help to develop their children's reading skills)*

### **PLANNING**

Teachers use the strands in the Programme of Study for English from the National Curriculum (2014) as guidance and Educater targets to ensure teaching addresses the gaps in pupils' learning. Appropriate pitch and challenge is planned to enable pupils to achieve and make progress.

Long term, medium term and short term planning shows progress in knowledge, skills and understanding and ensures the continuity of and development of a range of text types. The Literacy Co-ordinator will monitor the teaching and learning of reading on a regular basis to ensure continuity and progress are evident. She will be supported by the phase leaders.

### ***ASSESSMENT***

Pupils' reading development will be evaluated on an ongoing basis by the teacher/teaching assistant and/or pupil, informing the planning of future reading tasks. Pupils will be given oral and/or written feedback about their reading, in order to help them develop specific aspects of it further, aiding progression.

Teachers assess attainment in reading at the end of each term using evaluations made on their planning and guided reading sessions, written assessments of comprehension and any other relevant information such as independent learning the pupils have produced. Phonics progress is assessed termly.

### ***EQUAL OPPORTUNITIES***

See the school's Equal Opportunities and SEN policies.

### ***SEN***

Pupils with difficulties in learning to read or with Special Educational Needs have their needs identified promptly and interventions provided that will accelerate their progress which is measured and tracked to ensure they are catching up with their peers.

In KS1 and KS2 pupils have extra guided reading sessions and access to Lexia, an online reading programme.

### ***EAL***

Extra phonic sessions are provided for EAL pupils if necessary. Teachers liaise with parents to encourage them to enjoy books with their children, asking questions and discussing the books in their home language or in English, supporting their enjoyment of books and their acquisition of English.

### ***POLICY REVIEW***

This policy will be reviewed every two years.

