St Mary's Catholic Primary School

Reading Policy

We grow and learn in the footsteps of Jesus

Approved by	
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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 discreet and cross-curricular learning opportunities. We encourage positive attitudes towards reading and ensuring that all pupils have access to quality first teaching in order to become enthusiastic, independent and reflective readers. Essentially, we want children to be able to access the curriculum whilst also enjoying it. Acquire a solid basis for lifelong learning whilst improving life chances. Reading enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. (EEF)

This document aims to show the school's reading ethos and how it is practised through discretely taught sessions such as guided reading, shared reading, some individual reading sessions, Reciprocal Reading, as well as other areas across the school and curriculum. These methods are all used to help children access the wider curriculum.

Our rich and varied learning experience develops the children as lifelong readers. Children are provided with an abundance of rich texts across the curriculum with the aim of broadening pupils' horizons and word knowledge.

Through the curriculum and our practice we develop a culture of reading through consistently using:-

- high quality texts, that demonstrate aspirational language and grammatical structure;
- a variety of texts that inspire and enthuse children;
- texts with themes that help our children to develop and promote the school's values as well as ensuring their personal, social, spiritual and emotional needs are met through texts that reflect the diverse world that we live in

This ensures that our children are able to progress and reach their full potential.

At St Mary's we 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:

- read with confidence, fluency and understanding
- Have a range of strategies to self-monitor and correct
- To develop a love of books and to read for enjoyment as well as to further their knowledge
- be able to understand more about the world in which they live through the knowledge they gain from texts
- To begin to understand the meaning of what is read to them and what they read.
- To be interested and curious about words and to learn about their meaning and develop a growing vocabulary.
- To develop their visualization skills through the powers of imagination, inventiveness and critical awareness.
- Develop a good knowledge of a range of authors
- To be able to use a library for reference, appropriate to age and ability

By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

<u>Intent</u>

The purpose of reading:-

- The enjoyment of reading

- Reading to search for simple information
- Reading to skim and scan quickly
- Reading to learn from text
- Reading to integrate information
- Reading to write
- Reading to critique texts
- Reading for comprehension

Implementation

- Implementation Early Reading and phonics – see separate policy which includes detail on teaching for those children with gaps in phonics knowledge and fluency within years 2 to 6
- Reading for Pleasure – See separate policy

Our reading curriculum: -

• enables pupils to read increasingly complex and whole texts.

• ensures that teachers develop pupils' reading accuracy, automaticity and prosody.

• ensures that time is provided for pupils to read a lot of text, across the school curriculum, to develop their reading fluency.

• ensures instruction in reading comprehension strategies is time-limited and explicit.

• gives the children the knowledge necessary for comprehension and is taught explicitly and includes vocabulary, knowledge of narrative structure, lexical and syntactical knowledge, as well as knowledge of context and ideas in the text.

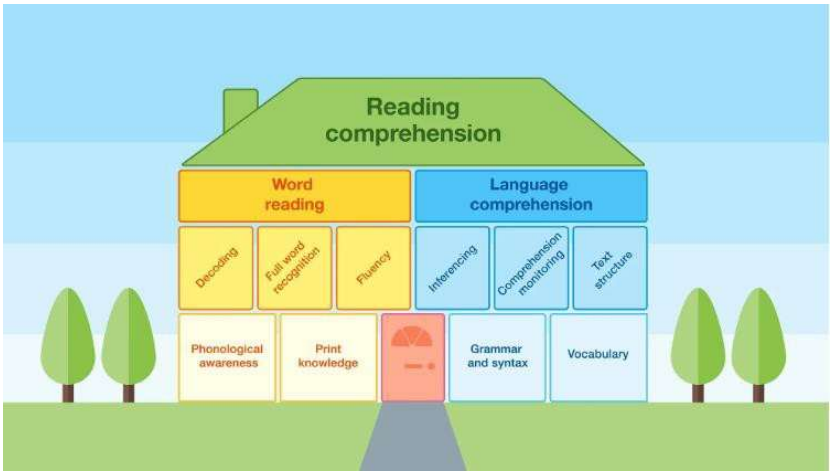
• emphasises the relationships between words, helping pupils to explore morphology and etymology to support their comprehension and spelling.

• encourages pupils to read for pleasure while ensuring that they become accomplished readers as soon as possible.

• is planned and spaced recall is used to helps pupils to retain the new vocabulary they have learned.

We base our Reading Curriculum on the 'Reading House'

The Reading House - Adapted from Hogan, Bridges, Justice and Cain's 2011 publication, the reading house creates clarity to support our understanding of the different aspects we need to consider in our teaching.



The reading comprehension house is grounded in Gough and Tunmer's Simple View of Reading which we use as a school to plot where our children are and the knowledge that we need to develop in our children's reading. It shows word reading and language comprehension as the two dimensions of reading that need to come together to enable reading comprehension.

We teach children to read through: -

Guided Reading

The National Curriculum is used as the basis to plan for our guided reading lessons. KLIPs is used to ensure coverage of the different strands in reading per year group and teachers use these to formulate their killer question to share with the children. Whole class guided reading enables all pupils to have access to increasingly complex and whole texts. Texts used can be at age related expectations or more challenging based on class need. There are no preconceptions about any pupil's ability to engage in the lessons. We do not put ceilings on what pupils can achieve. Within these sessions' children develop and practice the knowledge needed to access any text. Children are taught through discussion to develop understanding of the texts and expand pupils' vocabulary, deepening their understanding of the texts they are reading. We do this through explicit teaching of vocabulary before reading the text and re-reading sections looking closely at the elements which require further understanding. Pupils understand that if needed they ask for words to be clarified, ask any questions relating to the text, make predictions and then summarise what they have read. Over 3 to 4 sessions of guided reading, we develop the pupil's retrieval, prediction, summarising, inference and author's choice. Building on phonics and early reading – prosody/ echo reading – children develop accuracy and automaticity. We use a range of strategies including Reciprocal Reading and VIPERS.

Shared Reading

During English lessons, the teacher models the reading process and the children are actively involved; listening to the text, joining in, following the reading and contributing to discussion and response. The teacher leads discussion about the text to help children develop their understanding.

Individual Reading

Throughout the school targeted children will read to a skilled adult (teacher, teaching assistant or student) as often as possible. During this time, the adult will encourage the child to use phonics first to decode unfamiliar vocabulary. In addition, they will spend time discussing the text providing children with the opportunity to engage and respond to what they have read. Some children will be daily readers. These children will be decided by teachers and may change on a regular basis depending on the needs of the children and discussions at pupil progress meetings. Children use the Accelerated Reader programme to quiz on their books which enables teachers to monitor their comprehension.

SEN

To ensure that all children access the reading curriculum and have the opportunity to experience success we ensure that we use the adaptive teaching approach.

This includes:-

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts.
- Making effective use of teaching assistants**.**

Children with learning difficulties will have provision for their particular needs through the use of an Individual Education Plan (IEP). Where necessary, input from outside agencies will be used to assist teachers in ensuring all children make progress.

Examples of in the moment adaptations might include

• adjust the level of challenge

• change your language

• clarify a task or provide steps

• clarify what 'good' looks like

• highlight essential content

• re-explain a concept or explain it in a different way

• give additional (or revisit) examples and non-examples

• use peer tutoring

• elicit via questions

• allocate temporary groups provide an additional scaffold

• use assessment as a teaching method

• use an analogy

• set an intermediate goal

• provide a prompt

• structure a group attempt before an individual attempt

• improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the student)

For those children who are not at age related expectations by the end of the autumn term in Year 2 there is the Rapid Catch Up phonics programme - See separate Early Reading and Phonics policy.

Children are also assessed on the fluency in their reading and next steps put in place if this is the area of weakness. All children are plotted on the Simple View of Reading grid to look at the specific areas of weaknesses that need to be developed.

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 understand the importance of parents and 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.

Assessment

Assessment is part of the fabric of our everyday teaching in reading. Through our planning we provide a measurable and challenging Learning Outcome and use progression steps to chunk progress towards that outcome. At St. Mary's our assessment information informs subsequent planning and in-the-moment adaptations. We use assessment to elicit evidence of learning through: -

• questioning

• tests

• production tasks (e.g. writing, painting, performing)

• talk

• hinge questions

• labelling diagrams

• answers on sticky notes or mini-whiteboards

All teachers follow St Mary's assessment calendar. The results of assessments are recorded in teacher's mark books and inputted onto the school's tracking system 'Insight'

Children in Year 1, 3, 4 and 5 complete NFER reading assessments at the end of each term. Whilst Year 2 and Year 6 complete past SATs papers. The results of these are analysed in a grid test analysis and this information is fed into pupil progress meetings, along with assessment for learning information from lessons. From this information, teachers make a clear plan for the next steps and any high-quality targeted interventions are put in place.

Teachers also monitor reading progress through the use of reading platforms such as Accelerated reader and Star reader. Children complete a termly 'Star Reader' test which gives them a Zone of Proximal Development (ZPD), which is a customized book level range for choosing appropriate reading materials. Teachers can monitor this each term to see who needs support and who is excelling.

Impact

We understand at St Mary's that the ability to read is a fundamental life skill. By the time children leave St. Mary's Primary School, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.