



Reading Policy

<u>Minute number</u>	<u>Signed</u>	<u>Date</u>	<u>Amendment</u>

'Learning and Growing Together'

Is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty. We nurture the tiny seeds (that are each individual child and our community) to grow into the mighty tree, as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed- Matthew 13) Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

Learning we develop our wisdom, knowledge and skills

Growing in our character development, hope, aspiration, resilience and social action

Together; so our community can live well together, showing dignity and respect.

This policy describes our aims and our practice in the teaching of reading. It is defined by current national guidance on best practice, in house training, staff discussion and professional judgement and links to the phonics policy, speaking and listening policy, curriculum statement and Writing policy.

Intent

At St. Oswald's Primary School, we believe that reading is a fundamental skill for life, and teaching our children to become fluent, confident, articulate readers is absolutely integral to what we do. It is our intention that children are able to decode as soon as possible by applying a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed. We will support and encourage all children to decode, comprehend and enjoy reading and strive to enable good progress through high quality teaching and learning.

We explicitly teach reading skills throughout the school that continually develop children's understanding and enjoyment of texts. We hope that by teaching the children at St. Oswald's to read at age appropriate levels they will be able to enjoy books and other written media, to access information, to follow written instructions in all curriculum areas and the environment around them.

We aim to provide children with a literacy-rich environment that promotes a culture of reading, enabling children to become lifelong, confident readers. We want them to read for pleasure, having had access to a wide range of high quality text types, genres and authors in order for them to make informed choices and opinions about their favourites and develop a good linguistic knowledge of vocabulary and grammar.

Implementation

Planning

Planning is linked directly to the Programmes of Study of the National Curriculum 2014 in all year groups. This is reading comprehension, word reading (phonics).

Knowledge, understanding and skills are taught daily in ERIC time and in separate weekly focused reading lessons.

Phonics: See separate phonics policy and for assessment of phonics.

Reading KS1+

As children begin to read, we focus on decoding, primarily through phonics. As children build fluency, comprehension skills become the main area of focus and this is taught through teaching the children a variety of vocabulary, teaching children inference skills enabling them to learn how to predict and explain what has happened along with retrieval of information from a text and learning how to sequence stories and events. In KS1, pupils are developing as emergent readers and will focus on decoding using phonics strategies but also understanding what the words they are decoding mean and how they contribute to the meaning of the whole text.

In KS2 pupils are becoming more fluent and independent readers. Decoding has become a more automated process and, in addition, they use knowledge of spelling patterns and grammatical knowledge to read unfamiliar words with accuracy. They will read different texts for different purposes and develop higher order reading skills in order to engage fully and respond effectively.

What reading looks like each week at St. Oswald's.

There are many and varied opportunities for the teaching of Reading skills, both explicitly in English related sessions and across the full curriculum. These include:

The teaching of Phonics daily (using the systematic, synthetic phonics framework 'Jolly Phonics' which is used until children are secure); basic sight vocabulary; the teaching of Reading in KS1 & KS2; shared reading and guided reading in lessons and within other curriculum areas.

There is dedicated reading for pleasure time daily where reading to the children is modelled using appropriate reading skills. Teachers use opportunities in all subject areas to teach and apply Reading skills on a daily basis.

In KS2, ERIC (Everyone a Reader in Class) takes place four times a week and Buddy Club time takes place once a week whereby children and teachers have the chance to share favourite books and enjoy reading for pleasure. Teachers use opportunities in all subject areas to teach and apply Reading skills on a daily basis. These sessions provide teachers with the opportunity to focus on texts, language and the makeup of a text, hear individuals / small groups read and allow children to read for pleasure.

In Reception / Year 1, children are heard to read individually twice a week and in KS2 within discrete reading sessions or across the wider curriculum. Some of our children may receive more support in reading, some reading every day and some reading at least two times a week if they are working below age-related expectations. Our class teachers monitor each child's progress carefully following a combination of evidence from reading skills lessons, reading assessments and the child's improving fluency.

Our staff stamp a child's planner to inform when a child has read in class. We also provide more specific information about children's reading at regular parents' meetings across the year.

From Years 2 to 6, reading is taught once a week for a whole English lesson based on a class text or a topic related text. The text is chosen to reflect the topic or theme where possible but also responds to the children's interests, be age appropriate and link to the National curriculum. Each reading lesson has a clear reading objective. These sessions can be whole class or grouped, with a focus on building language and vocabulary.

Staff will aim to include a short reading opportunity in most lessons, focusing on relative vocabulary for the topic and lesson.

All classrooms have reading corners that will engage children with a small sample of fiction and non-fiction texts chosen by the teacher of different genres and children will be given the opportunity to 'read for pleasure each week. There is also a poetry basket available in each class.

Home Reading

Reading at home is an essential part of learning to read. We work in partnership with parents, so pupils develop a love of books and reading. Our children are encouraged to read daily at home for at least 10 – 15 minutes with an adult for fluency and encouraged to discuss their texts. We carefully monitor each child's reading at home using their individual school planners. We encourage our parents to be fully active and engaged with us in this in order to support their child's ongoing development. At the beginning of each school year, the Phonics and English Lead provide 'a guide to supporting your child to read', this is done via a meeting and letters for those who are unable to attend. The meeting includes a range of strategies and ideas to allow those at home to support their child with their reading whether it is for fluency or comprehension.

Our approach to reading

Our reading skills lessons take place every day in across the school. Within these sessions our teachers model reading strategies during shared whole class reading sessions. These involve high quality, age-appropriate texts linked to topic, which are carefully selected by our staff. These are read to or with the children and provide an opportunity to teach children specific reading skills to widen their vocabulary and develop their levels of comprehension, as outlined in the National Curriculum. Questions are planned by teachers in advance to help children access a range of skills to help them to develop a greater understanding of a range of reading materials including fiction, non-fiction and poetry materials.

Reading Lesson Structure

Whole class reading sessions take place 4 x a week for 20 to 30 minutes including one extended 60-minute session per week that replaces the English session for that day in UKS1 and KS2. These are separate to but may complement English sessions.

During a typical session, the teacher will share the objective the children will be focusing on for that lesson.

Teachers carefully select key vocabulary words they want the children to learn. These will be taught, over learnt and embedded during lessons and across the wider school day to allow children to use these words in different contexts.

During these lessons teachers cover fiction, non-fiction, poetry, play scripts, songs, picture books and short films to ensure children get access to a wide range of texts. Types of text given are appropriate to the age and key stage of the children.

Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to reread the same extract themselves, they may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers. You may see a number of these different strategies during one lesson.

Children are encouraged to orally speak the answer before writing anything down acknowledging their first answer may not always be their best. At times children are given sentence stems and vocabulary that is expected to be used within their answer.

Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate children are encouraged to use evidence from a range of different places within the text.

Impact

When our children leave St. Oswald's, we expect them to be fluent, avid readers, who are able to express preferences and opinions about the texts that they read in any subject in their forthcoming secondary education who possess a genuine love of reading.

Assessment for learning is ongoing and our staff assess attainment in reading regularly, through both formative and summative methods. The teaching of reading is monitored by leaders through learning walks, book scrutiny and Pupil and Teacher Voice.

Assessment: (see also, separate phonic policy)

Apart from ongoing formative assessment, each term we carry out a summative assessment in the form of PIRA tests from Years 2- 6 and SALFORD reading tests in KS2 for sentence reading / fluency. This gives us additional evidence to say whether children are on track with their reading or not. Tested words per minute

All pupils are also assessed using the school's national curriculum assessment grids and judged against year group criteria as either commencing, emerging, on track or exceeding within a particular year group.

EYFS and KS1 have regular phonics tracking taking place to identify gaps within learning.

In KS2, children who achieve a scaled standardised score of less than 100 in their Year group will receive additional support in the form of being a target reader, will complete a KS2 phonics test and will complete guided reads with the teacher / TA twice weekly.

Below 80 – cause of concern – SENCO involvement. Daily reading with an adult.

80 – 90 – children will read at least twice weekly.

90 – 100 – children will read twice weekly.

100 + - The children in KS2 are heard to read individually once over a two-week period with opportunities to read in a group or as a whole class each week.

Children in EYFS and Year 1 take home a phonic book to read with parents and a reading for pleasure book.

Please note that Reading books (not phonic books) are only sent home to support reading for pleasure, to aid vocabulary and support comprehension not to support 'reading'. Children are not expected to read books that are not fully decodable in infants or Juniors unless they are fluent readers as these books do not match phonic phases.

The school has a variety of reading scheme books that are classified using a framework that are age related. Children move progressively through the framework within the guidelines established within the school. In KS2, any child with a standardised PIRA score of under 100 will be levelled appropriately and books will be recommended by their teacher.

All assessments are discussed at teachers' pupil progress reviews and data tracking meetings and reported annually in school reports.

Recording and Assessment during reading lessons.

We encourage children to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or an adult and then writing their best answer, working individually and then editing their answer accordingly after discussion or orally discussing 1 or 2 of the questions and writing down the others working individually.

During this reading lesson teachers focus on specific children during the session, this may mean hearing them read out loud or individually whilst others are reading independently, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on NC expectations.

Inclusion:

To support our vulnerable readers, who despite varied efforts and approaches do not make expected progress, we conduct more in depth additional assessments such as dyslexia screening, phonological reading speed tests as well as referring them to an educational psychologist to review support is appropriately given. It may be children are logged with initial concerns in line with our SEND policy. Additionally, we may use resources such as coloured overlays, coloured paper, dyslexic friendly books or similar to support children's learning.

Those children still learning to read have access to the rapid series and a range of books which are at an appropriate interest age, but an accessible reading age. These help lower attaining and SEN children to continue to grow in confidence as readers with a text that appears appropriate for their age group.

Developing a reading culture at St. Oswald's

- We read across the curriculum: topic books, news articles, class magazines, poetry etc. These are on offer in all classes.
- We do storytelling and re-enact stories: we invite storytellers to our school.
- We set up visits from authors and illustrators.
- All class teachers read a class novel to model expression when reading aloud.
- We have a book fair.
- We have strong links with Ashbourne library and classes visit regularly.
- We take part in the summer reading challenge.
- Book clubs take place in each class.
- Outdoor reading hub – team of upper KS2 Librarians run the hub on the playground.
- We take part in the competitions run by the National Literacy Trust.
- Reading displays around the school promote reading.
- We write to friends in the local care home to tell them what we are currently reading.
- Regular competitions such as 'get caught reading'
- Book swaps are promoted within school.
- Phonics scheme of books for KS2 readers.
- Recommended age appropriate book lists are easy accessible for each year group.
- Children are expected to read every night at home, writing in their reading diaries with a parents' signature to confirm to keep a record of what they are reading. Children are rewarded accordingly.

Links to other Policies

- English Curriculum statement

- English Policy
- Phonics Policy
- SEND Policy
- Marking Policy

Equality Act 2010

Protected Characteristics

At St Oswald's we have a due regard to eliminate discrimination, harassment or victimisation when we teach Reading. We aim to remove or minimise any disadvantage connected to a relevant protected characteristic.

We tackle prejudice within Reading and promote understanding. We do not treat anyone differently based on the following protected characteristics; Age, disability, sex, race, pregnancy/maternity, marriage/civil partnership, sexual orientation, religion and/or belief, gender reassignment.

All learning and teaching in Reading is accessible for all.

Assessment

In Reading we assess through a variety of different ways. We use formative assessment using activities which we can integrate into children's learning; quizzes, recall knowledge Mats, diagrams, videos, recordings, mind mats, etc...

We assess what the children already know and then at the end of the topic/unit we assess what knowledge the children have attained.

This is then recorded termly onto I track enabling the next class teacher to be able to view the knowledge the child and/or cohort have acquired and then what specific knowledge gaps there are in order for them to direct their teaching.

Monitoring of the Policy

This policy will be monitored by the English Subject Leader. Its implementation will be monitored during each academic year.

Policy Review

The policy will be reviewed in September 2024