



READING POLICY

St. Mary's Catholic Primary School

Mission Statement

*LEARNING TO LIVE OUT OUR CALLING WITH
COMPASSION AND LOVE*

Rationale

At St. Mary's, we have a clear, consistent, whole school approach to reading. Competence in reading is the key to independent learning and is given the highest priority, enabling pupils to become enthusiastic, reflective and life-long readers. We believe that success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

Aims

At St. Mary's Catholic Primary School, we aim to:

- Provide the children with the skills and strategies necessary to develop into competent, curious and fluent readers.
- Promote and encourage a life-long interest and enjoyment for reading.
- Encourage high standards of reading throughout the school.
- Develop pupils' engagement and confidence in reading.

Teaching and Learning

At St. Mary's Catholic Primary School, we strive to nurture and develop every child's interest and enjoyment of reading at the earliest stage of their development. The teaching of reading is structured and carefully planned at every stage. Table 1 provides an overall summary of how reading is taught across the school.

Table 1 – Summary of Teaching of Reading

	Individual Reading Book	Guided Reading	What should be seen in the classroom?
EYFS	Phonetically decodable books with words as soon as pupils are recognising phase 2 sounds.	Guided reading throughout the week at an age appropriate level.	<p>Nursery:</p> <ul style="list-style-type: none"> -Phase 1 phonics activities -Storytelling -Songs and rhymes -Daily story time. <p>Reception:</p> <ul style="list-style-type: none"> - Phonics teaching that is tracked within the Little Wandle Framework (6 weekly assessments) -Catch up sessions for pupils falling behind -Storytelling, songs and rhymes -Daily story time -Daily high frequency words -Regular reading sessions with books appropriate to the reading age of the group, which include targeted sounds they are developing and ones they can recognise.
Year 1	Phonetically decodable books	Guided reading 4 times a week (Teacher to rotate between groups). High frequency/common exception words revisited during these sessions. Pupils are set by ability.	<ul style="list-style-type: none"> -Phonics taught daily and booster phonics every afternoon for those children not on track to meet the National Phase 5 benchmark. -Weekly phonics homework. -Daily home reading. -Children are read to daily. - Use of VIPERS. -Daily independent reading. -Ample opportunities to discuss in partners/read together. -Pre-teaching sessions for children in bottom 20%.
Year 2-6	Accelerated Reader books	Whole class reading sessions 3 times a week.	<ul style="list-style-type: none"> -Model reading strategies -Re-reading for clarity and understanding. - Use of VIPERS. - Friday Favourites (recommending books to peers). - Daily story time. - Daily individual reading for pp children 1:1. - Ample opportunities to discuss in partners/read together. -Daily independent reading. -Pre-teaching sessions for children in bottom 20%.

Nursery

At the earliest stage, children are exposed to stories, rhymes and picture books, which will ignite their interest and enjoyment of reading for pleasure. In Nursery, the focus is on phase 1 phonics to secure the fundamentals to ensure that children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception. We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

Reception and Year 1

The systematic teaching of phonics continues on a daily basis in Reception and Y1 and begins at the start of phase 2. In Reception, phonics teaching begins in week 2 of the autumn term and we build from shorter lessons, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Phonics is taught for 25 minutes a day and we follow the *Little Wandle Letters and Sounds Revised* expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Guided Reading Year 1

In addition to the daily phonic session, all children in year 1 are taught reading skills by the class teacher during planned, guided reading sessions. These will focus on developing fluency and automaticity, developing language acquisition and securing reading comprehension skills. In addition, learning support assistants, or trained adult volunteers, will listen to individual readers over the course of the week, with an aim to ensure every child reads with an adult at home or at school every day.

Whole Class Reading Years 2 - 6

The strong emphasis on learning to read remains the premise for reading to learn. From Year 2 to Year 6, reading is taught whole class from high-quality texts, three times a week. One text is focused on over a fortnight, where key reading skills are taught. VIPERS is used to develop reading skills across the curriculum. Teaching support staff will be deployed by the class teacher to support individuals requiring additional support, or small groups.

Home Reading EYFS and Year 1

The decodable reading practice book is taken home to ensure success is shared with the family. The expectation is that children read to an adult at home every night for a minimum of 10 minutes. Once read, the adult will sign their child's reading diary, which is monitored on a daily basis by their class teacher. Reading for pleasure books also go home for parents to share and read to children. These books are selected by the children.

We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Home Reading Year 2 and KS2

By the end of year 2, all children are expected to be competent in phonics and are enrolled onto the 'Accelerated Reader' programme which continues until the end of year 6. This initiative is used to foster reading for pleasure. Children are expected to complete a quiz when they've read a book and gain points. These assessments provide children with a reading age and ZPD score, which they use to select appropriate books from our school library. Teachers closely monitor children's breadth and depth of reading to ensure quantity and quality. The expectation is that children read to an adult at home every night for 10 minutes. Once read, the adult will sign their child's reading diary, which is monitored on a daily basis by their class teacher.

Further Reading Support

Reading interventions take place in every year group for children who need extra support in reading. Teachers will target pupils for reading intervention when progress is slower than expected.

Reading interventions may also be tailored to stretching and challenging pupils who are demonstrating a higher level of comprehension skills for their year group.

Some children, in every class from Year 1 to 6, will require additional reading support in order to be able effectively access whole class reading sessions. In these cases, class teachers will identify the children who need additional support and they will be involved in morning pre-teaching sessions to give them the exposure to and understanding of the text prior to the whole class reading session.

In every year group, some children will be listened to read and respond to a text on a one-to-one basis, daily, using targeted and level-appropriate comprehension resources.

Teachers also work closely with the Inclusion Leader, including accessing support from outside agencies and specialist teachers, where children possess specific reading difficulties.

Assessment

Pupil progress in reading is continually assessed and systematically recorded by the class teacher. Pupils are also assessed during guided reading sessions, during tailored intervention activities, through evaluations of home reading, through analysis of Accelerated Reader reports and through end of term reading assessments.

The children's reading diaries provide a record of the types of books each child is reading and how often they are changing these books. These records are also logged on the Accelerated Reader platform, which also informs of how well the children have understood what they have read.

Formative assessments for reading will take place daily in the form of comprehension tasks to inform next steps in planning and teaching.

A reading test is completed from years 1-6 at the end of each assessment point to track progress in reading (These are the NTS tests. Year 1 complete these from the spring term). These tests track progress across the school and provide the children with a reading age and standardised score. Year 1 will complete past phonics screening tests and Years 2 and 6 will also complete past SATs papers to track progress on a regular basis and inform judgements.

At the end of each term, children who are enrolled on the Accelerated Reader scheme complete an Accelerated Reader Star Reading test to systematically track progress in reading and also to ensure that children are reading books at the right level for them. FFT Reading assessments are used each term in EYFS and KS1 to monitor and track progress in reading fluency and comprehension.

Pupil progress is evaluated by the Headteacher and English Leader every term.

The Role of Parents and Carers

Reading is a lifelong skill, which requires consistent practice and precision. Learning to read is different for everyone but we believe it begins with sharing a love of books. Children who are introduced to books from an early age, and who are frequently read to, are more likely to learn to read easily.

Children are expected to read at home every night, for a minimum of 10 minutes and parents/carers are expected to sign their child's reading diary. Wherever possible, a supporting comment from parents/carers to indicate if a child has read at home is helpful in contributing to an assessment of a child's progress in reading.

Throughout the year, each year group will run a reading workshop, where parents are invited to come in to school to share or learn about their child's reading experiences and the expectations of them. We strongly encourage parents to attend these sessions to provide useful ideas and strategies to enable them to effectively support their children's home reading. Similarly, Phonic workshops will take place for parents of children in EYFS and KS1.

Promoting Reading for Pleasure

At St. Mary's, we aim to equip pupils with the skills and confidence to read audibly, confidently and fluently. It remains the responsibility of class teachers to further develop and promote reading skills through modelling and creating opportunities for pupils to read audibly and confidently to a larger audience. As children mature, we aim to nurture more confidence in reading aloud: timing, eye contact, expression and intonation are taught when reading aloud. Teachers model reading on a daily basis through story time – this takes place in all year groups.

The promotion of reading for enjoyment and learning is expected to be a continuous process for every child, in every year group. Each classroom has its own library of books, which encompasses a range of reading materials from novels, comics, newspapers, and leaflets to atlases and encyclopaedias. Well-stocked reading corners can be enjoyed in EYFS and KS1 by the children.

We have a number of reading buddies from Years 5 and 6, who read with pupils in Year 3 every morning to help to promote a love of reading and act as reading role models to our younger pupils. These sessions also help to develop confidence in our older pupils. The reading buddy initiative has recently been extended to year 1 to improve fluency and accuracy in the lowest 20% of pupils.

Throughout the year, at St. Mary's, we seek ways to enthuse pupils in reading and promote a culture of enjoyment. We do this by celebrating whole school events, such as World Book Day, National Poetry Day and Storytelling week. We also encourage the children to continue reading during the summer holidays, namely through participation in the Summer Reading Challenge. We have strong links with our local library, in Newcastle-Under-Lyme, where classes regularly visit.

In KS1, we adopt 'author of the month' where we explore a range of authors in depth with the children. In KS2, we adopt 'author of the week,' following the same principles. This initiative gives children exposure to a wide range of authors from a wide range of backgrounds and also enables teachers to recommend books to the children based on their likes and interests.

The school library is made available for classes to use at protected times. Regularly, we host book fairs in school, in order for children to buy and own books. Proceeds from these fairs, help us to buy new books for our school library, which pupils can enjoy in school.

Every Friday, a child in each class is able to share their favourite book with their peers in our whole school 'Friday Favourites' initiative.

In addition, a reading dog visits St Mary's every week to encourage reluctant readers and those in need of extra reading support.

Policy Reviewed by: L. Sahtali

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Signed: D. Mellor

Headteacher

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