



## St. Patricks R.C Primary, Dipton

### Reading Policy

Revision History					
Name	Ver	Reason for change	Status	Date	Review Date
Miss E Parry	1.2	Modifications to reading approach	Final	October 2019	October 2021
Mrs J Noble	1.1	Addition regarding library skills	Final	As above	March 2019
Miss E Parry	1.0	Annual review Clearer reference to 3 x per week home reading	Final	Reviewed by governors Standards and Curriculum March 2017	

# ST. PATRICK'S RC PRIMARY SCHOOL

## READING POLICY

*'The more that you read, the more things you will know.  
The more that you learn, the more places you'll go.'  
Dr Seuss: I Can Read With My Eyes Shut!*

### RATIONALE

Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff. Success in reading has a direct effect upon progress in most other areas of the curriculum and is crucial in developing children's self-confidence and motivation. A consistent, whole school approach to the teaching of reading is vital.

### AIMS

- To develop an interest in and a love of books, encouraging children to become attentive listeners and independent and reflective readers.
- To promote and encourage a lifelong love of reading.
- To equip children with a range of reading strategies and skills in order to identify and recognise words and to develop accuracy and fluency.
- To enable children to understand the meaning of what they read and what is read to them.
- To develop appreciation and understanding of and response to texts and to provide justifications for these responses.
- To enable children to utilise reading skills in order to read a range of texts for a variety of purposes and to access information and learn in other subject areas.
- To provide a consistent approach to assessment to ensure that children are provided with reading experiences and opportunities at an appropriate level.

## GUIDELINES

### The Reading Environment

- Real reading material is considered of utmost importance. Classrooms and communal areas in school should provide a print rich environment. Captions on displays should be appropriate for children to read.
- All classrooms have well stocked and attractive book areas, providing a range of fiction, poetry and non-fiction texts. These selections include different genres and styles which are age and ability appropriate. Books relevant to the class topic will usually be on display.
- Every class should have a sign outside the room, displaying the current class novel.

### Early Reading

- Phonic skills are taught systematically and progressively through *Letters and Sounds* and then NC spelling expectations for each year group in KS2. A 15 minute phonics / spelling session takes place daily in FS and KS1. In the early phases, emphasis will be shared between decoding and encoding. As children become more fluent readers, however, emphasis shifts to a focus on spelling rules.
- *Letters and Sounds* is the prime phonics programme used. This has been adapted to detail specific phonics content to be introduced week-by-week. Where other schemes or reading support programmes are used, they will support the systematic progression for learning set out in *Letters and Sounds*. Where contradictions between the two schemes occur, (for example where grapheme-phoneme correspondences are introduced out of order), staff will ensure that alterations are made in order to preserve the clearly defined progression in *Letters and Sounds*. This programme is supplemented, where necessary, in order to address extra year group specific spelling and reading expectations from the National Curriculum.
- Phonics teaching in the FS follows the school's 'Phonics Progression' document, where the introduction of graphemes is set out in a week-by-week yearly plan.
- Home reading books should closely match phonics teaching and children's level of phonic development. Reading books are organised into phonic stages and, in Reception and key stage 1, children are provided with one of these books per week. These books are supplemented with a 'book banded' book at the reading level of the child and a library book which can be shared with a parent. Where necessary, for individual children, this approach is continued into Year Three.

### Teaching Reading

- From Year Two onwards, whole class reading sessions will take place weekly. These sessions will follow the school-wide structured approach, *Pre-reading, Listen and Read, Respond, Discuss*.
- The focus of these sessions is a knowledge-based approach as, the knowledge that children bring to a text will impact on what is comprehended.
- The skills of vocabulary understanding, inference, prediction, explanation, retrieval and summarisation are taught within this approach, using *Vipers* questioning stems during discussion.
- In Year One, this structured approach, *Pre-reading, Listen and Read, Respond, Discuss* will be followed, using a small group organisational model.
- Reading comprehension activities will take place in all KS1 and KS2 classes, at the beginning of each Talk for Writing unit, using the model text.
- Every half-term, in Years Two to Six, one reading session will be used to hear individual children read aloud so that teachers are able to monitor reading speed and fluency.
- Once per term, every class will focus their English work for one week around a picture book. This book will be used to develop comprehension skills, leading into writing opportunities. A Picture Book Reading Spine is in place to support this.

### Hearing Books Read Aloud

- Children will be given regular opportunities to read and listen to whole texts. 'Story Time' will take place in all classes every day.
- Whilst reading aloud, consideration should be given to building enthusiasm and enjoyment. Strategies such as reading with varied intonation and expression should be used.
- A whole-school Reading Spine is in place which outlines six books per year for every class to be used as books to read aloud.

## **Children Reading Aloud**

- Children will have opportunities to read aloud to a variety of audiences, including their peers, younger children and parents.
- When choosing children to read in public, (in assemblies, worship, concerts etc) children of all abilities will be given opportunities to read. Where appropriate, readings should be differentiated.
- In FS and KS1, all children will read aloud to a member of staff at least once per week. This should be recorded in their planner. Particular emphasis should be made to children who do not read at home or who require additional support.
- Year Five and Six reading mentors are in place to support younger children with their reading. These children have been trained by the English subject leader.

## **Parental Involvement and Reading at Home**

- In Reception class and KS1, children take home 3 books each week: A phonic reading book closely matched to phonic level, designed for practice of phonic skills; a 'have a go' book-banded book designed to encourage use of wider reading skills and a library book to share with an adult.
- Emphasis is placed on developing an effective home / school partnership in reading. Parents will be encouraged to do comment in planners at least three times per week. Where children do not read regularly at home, parents will be contacted to discuss this and to emphasise the importance of regular reading. Any children still not reading at home will be provided with opportunities in school to read to a volunteer, teaching assistant or older child.
- We encourage volunteers to come into school to hear children read.
- Parents' views on reading are collected through questionnaires and meetings are organised to provide parents with opportunities to help their children's reading development.

## **Reading Intervention**

- In Reception, children requiring additional support with reading will be identified through teacher assessment and the *L&S Phonics Assessments*. These children are then provided with extra opportunities to read to an adult on a 1:1 basis and with access to intervention programmes.
- At the beginning of Year One, any children requiring additional support are identified through *Reading Recovery* assessments. These target children will then receive intensive daily 1:1 support with a *Reading Recovery* teacher.
- Any children still requiring additional reading support as they move through the school will be provided with extra opportunities to read to an adult regularly. Targeted, individualised support will be provided during class time and assembly time by teaching assistants.

## **Assessment and Recording**

- In FS and KS1, frequent and detailed assessment of phonic development takes place, using the school's phonic assessment sheets at the end of each phase. Any children falling behind the programme's pace are identified quickly and targeted support is put into place.
- In KS1 and KS2, County Durham assessment criteria are used to inform assessment of pupils' reading on a continuous basis. At the end of each term, a PiRA reading comprehension assessment is used to help inform teacher judgement. The results from this assessment are entered into the PiRA MARK online system. This provides detailed analysis and allows reading attainment and progress of individuals, classes and significant groups to be monitored and teaching to be adapted and directed accordingly.

## **Reading Across the Curriculum**

- Care is taken to provide a variety of opportunities for children to read in different subjects.
- Where necessary, texts and worksheets which children use across the curriculum will be differentiated so that all children are able to access learning in different subjects.