



## St. Patricks Catholic Primary, Dipton

### Reading Policy

Revision History					
Name	Ver	Reason for change	Status	Date	Review Date
Miss Parry	1.3	Update in line curriculum changes	Final	March 2022	March 2025
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 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 the teaching of decoding through high-quality systematic synthetic phonics.
- To equip children with phonic skills in order to blend 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 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 displays a sign outside the room, showing the current class novel.

### **Early Reading**

- The teaching of synthetic phonics at St. Patrick's is a priority. Without a firm foundation in decoding, reading simply does not develop.
- Phonic skills are taught systematically and progressively through the school's phonics programme. Fidelity to the teaching sequence of this framework is paramount. The introduction of grapheme-phoneme correspondences is set out in a clearly designed incremental, week-by-week plan.
- A 45 minute phonics session takes place daily in EYFS and KS1, with shared emphasis on decoding and encoding as reversible skills.
- Common exception words are included in this incremental teaching sequence. A phonic approach is applied to these words, with attention drawn to the 'tricky' or untaught GPC.
- Decoding and comprehension are taught separately until children become fluent readers. Story time happens at least once per day in EYFS and KS1.
- Daily singing and / or poetry sessions take place in EYFS and KS1.
- Home reading books closely match phonics teaching and children's level of phonic development. Reading books for FS and KS1 are organised into phonic stages. As the purpose of this book is to provide opportunities for repetition and for children to practise and embed GPCs, these books are changed once per week and parents are encouraged to practise these books frequently. These books are supplemented with a library book which can be shared with a parent to develop comprehension skills. Throughout Year Two, as children develop reading fluency, they move towards colour-banded books.

### **Teaching Reading Comprehension**

- In Reception and Year One, comprehension skills are developed through talk and listening activities and daily story time sessions.
- 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.
- From the summer term 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.
- In EYFS and KS1, daily singing and poetry sessions take place.
- Each term, every class will be given the opportunity to learn and perform a poem. A whole-school progressive poetry spine is in place to support this.

## **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 (lowest 20%).
- In KS2, any children still requiring additional support to develop fluency will continue to read aloud daily to an adult in school.
- 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**

- All children take home a library book of their choice and, where appropriate, a book from the school reading scheme. Children change these books as necessary.
- 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 end of phase phonic 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.
- In EYFS and KS1, 'keep-up' intervention takes place on a daily basis, with extra, targeted support being provided to pupils as required, following phonic sessions.
- 'Catch-up' intervention is also in place for any pupils falling behind the pace of the phonic programme. these sessions follow the structure of the main programme and take place in small groups.
- 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.
- Small group intervention will take place for any children identified, through assessments and teacher judgement, as falling behind their peer group.

## **Assessment and Recording**

- In FS and KS1, frequent and detailed assessment of phonic development takes place, using the school's phonic assessments for 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, National Curriculum assessment criteria are used to inform assessment of pupils' reading on a continuous basis.
- In Years 4-6, the children access *Reading Plus*. This programme provides continual data on the achievement of individuals and groups in specific reading areas. This data is used to plan the focus for whole-class reading sessions and, where necessary, small group interventions.
- 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.