

# Reading Policy

St Joseph's Catholic Primary School



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## 1. Introduction

At St Joseph's we view reading as a key life skill that will enable children to become lifelong readers. We believe through reading, pupils will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We feel that reading enables pupils both to acquire knowledge and to build on what they already know.

By the time children leave St Joseph's 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.

To promote high standards of literacy, we aim to ensure that all pupils:

- › Read easily, fluently and with good understanding.
- › Develop the habit of reading widely and often, for both pleasure and information.
- › Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading and spoken language.
- › Appreciate our rich and varied literary heritage.
- › Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, supported with evidence from the text.
- › Are competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating understanding of what they have read.

## 2. Early Reading and KS1-Guided reading

We follow the synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words.

As part of this, children in Reception and Year 1 have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. Teachers use phonetic reading scheme books and rhymes so pupils practise and develop the ability to segment and blend phoneme/grapheme sounds independently.

The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.

Through the teaching of systematic phonics, our aim is to ensure that children become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.

The children in Year 2 have Guided Reading sessions that last for 20 minutes.

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Reading is taught via whole class guided reading sessions where the children will be taught new skills in order to progress with their reading. This can be done via pictures or a variety of text sources. These skills are based on the national framework statements, teachers' assessment and the children's next steps. The independent activities are linked to the texts the children are reading and promote the independent application of skills from that session and previous skills taught.

### 3. KS2 –Whole class guided reading

Whole class teaching of reading means that the teacher can better plan activities which allow children to access reading skills. It also allows the teacher to work with the children that need it the most at that time. Differentiation can be achieved in many ways:

- › Difficulty of the text the children are working on.
- › Questions the teacher is asking them.
- › The level of support they are receiving.

The outcome of the lesson is often written but not always. Teaching the whole class the same objective, using a wide range of different texts and pictures, removes the problem of independent groups. It allows the teacher to focus on one objective in depth and better prepare children for the expectation of written responses at the end of KS2. Whole class teaching allows the teacher to make reading skills explicit and simple. Children need to be aware of the reading skills they are using in order to give them a greater understanding of what makes a well-rounded reader. To further aid the children there is a focus on vocabulary skills especially the tier 1, tier 2 and tier 3 words in texts read across the whole curriculum.

To support the teaching of the reading skills, teachers will use the following easy to remember words **DERIC** or **VIPERS**:

- › **D**ecode (word reading)
- › **E**xplain (explaining unfamiliar words and developing vocabulary)
- › **R**etrieve (finding information in the text)
- › **I**nterpret (inference skills)
- › **C**hoice (the choices of the author)

or

- › **V**ocabulary
- › **I**nference
- › **P**rediction
- › **E**xplain
- › **R**etrieve
- › **S**ummarise

A guided reading session is structured in 3 stages;

#### 1. MODELLED:

- › Pupils introduced to a text, read by the teacher/ read together or read alone (age /lesson focus dependent).
- › Set objective questions are linked to text, discussed by the teacher and class and plenty of opportunities are given for verbal responses.
- › The teacher scribes responses for pupils as a guide to written responses in their books.

#### 2. GUIDED:

- › Pupils can revisit the same text or be given another part of the text to read by the teacher/ read together or read alone (age /lesson focus dependent).

- Same objective focused upon to recap previous learning, with a new set of questions to respond to.
- Verbal reasoning/ responses are discussed, pupils are encouraged to make their own written responses, using the modelled lesson as a guide to help them.

### **3. INDEPENDENT:**

- Pupils revisit same text or a new text with a similar thread to it.
- Same objective focus to recap on previous learning, new set of questions to respond to.
- Independent responses written by each pupil to show their recall of understanding and how to form their responses.

## **4. Assessment**

Teachers must assess children regularly against the Reading Key Performance Indicators (in Years 1-6) and against the Reading Early Learning Goal (in EYFS).

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. These are focused on five objective led content domains in KS1 and seven content domains in KS2.

Phonics delivery is monitored and assessed regularly by senior leadership team, ensuring a consistent approach and identifying any gaps through pupil progress meetings termly.

Each criteria (objective) is given at least three lessons for the child to absorb the learning, recap, revisit and recall it independently.

Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. Children who do not meet this standard at the end of Year 1, are retested in Year 2.

These regular assessments inform planning and allow teachers to identify any gaps in learning.

Teachers also complete regular Read Write Inc. assessments and plot children onto a tracking grid, which ensures children are grouped appropriately in phonics.

## **5. Home Reading**

We work in partnership with parents, so pupils develop a love of books and reading. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age.

Children from Reception to Year 3 have a reading record book that is checked on a weekly basis by the class teacher.

Year 2-6 are given CGP reading comprehension books for weekly homework.

Years 3-6 have a login for Read theory an online comprehension programme.

## **6. SEND Provision / Enrichment and Challenge**

As an inclusive school we recognise the need to tailor our approach to support children with SEND as well as those who are identified as benefitting from further enrichment and challenge.

We teach Reading to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide differentiated learning to ensure all children make expected progress from their individual start points.

A range of targeted interventions provide opportunities to address gaps in knowledge and understanding / diminish the difference between peers. Pre- requisite skills address the specific needs of individuals and support the application of interventions into classwork.

## 7. Professional Development and support

Professional support, coaching, training and guidance is made available for staff to support their understanding and develop their skills in the teaching of reading through:

- › All teachers given support to deliver phonics lessons in early years and key stage 1.
- › Inset training given to equip teachers with necessary skills to model, scaffold and question pupils to achieve a deeper level of understanding and vocabulary.
- › Staff meetings, CPD sessions conducted to give teachers the continuity and progression of skills across Key Stages and phases.
- › Discussions with SLT and English Subject Leader/team.
- › Discussions and good practice within teams.
- › Wider reading/research on reading- Participation in the Open University reading for pleasure research programme.