

St Martin's Catholic Primary School



Reading Policy

Our Mission Statement

**"At St. Martin's Catholic Primary School,
the Governors and Staff, in partnership with the Parents,
aim to help each child realise their full Spiritual,
Moral, Academic and Social Potential in a
happy, caring, Catholic Community
in which each member feels valued"**

Introduction

This policy is intended to ensure that there is a consistent and sequential approach to the teaching of reading throughout the school to meet the requirements of the National Curriculum. This policy should be read in conjunction with the school's Read Write Inc Policy.

Intent

Reading has an important place in education and in society. A high-quality education in reading will direct pupils to speak and write fluently so that they can communicate their ideas and emotions to others; being a fluent reader also allows others to communicate with them. Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development. By teaching reading, we intend to impart pupils with the knowledge, understanding, confidence, attitudes, values and skills they need in order to reach their potential as individuals and to become literate members of society.

At St.Martin's, 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, writing and spoken language
- Appreciate our rich and varied literary heritage
- Use discussion in order to learn; they are able to elaborate and clearly explain their understanding and ideas

By the end of EYFS, pupils will:

Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending, and read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Pupils will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories, and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

By the end of Key Stage 1, pupils will:

Be able to read books written at an age-appropriate interest level. They will be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They will be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. Pupils will continue to use relevant strategies to build their vocabulary and develop pleasure in reading and motivation to read.

Pupils will understand both the books that they can already read accurately and fluently, and those that they listen to. They are able to participate in discussions about books, poems and other works, taking turns and listening to what others say.

By the end of Key Stage 2, pupils will:

Be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. Pupils will understand nuances in vocabulary choice and age appropriate, academic vocabulary.

Pupils will maintain positive attitudes to reading, reading widely and often, for both pleasure and information. Pupils will have a good understanding of what they read and discuss and evaluate how authors use language, including figurative language, considering the impact on the reader, and comparing characters, settings, themes and other aspects of what they read. They will be able to distinguish between statements of fact and opinion and apply the skills of information retrieval across different areas of the curriculum. Pupils will participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Pupils will explain and discuss their understanding of what they have read, providing reasoned justifications for their views.

Implementation

Children are taught to read using the RWI phonics programme (see RWI policy). Work is planned with reference to the National Curriculum statements for each year group and a reciprocal reading approach is employed to support children in their comprehension skills.

EYFS

In Reception our phonics teaching is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness. It is systematic and follows the carefully planned RWI programme, reinforcing and building on previous learning to secure children's progress. Children who are at risk of falling behind the programme's pace and expectations are identified early and additional 1:1 tuition is put in place to ensure that these children keep up and don't have to catch up.

Storytime and poetry/ singing takes place daily in Reception. We ensure that children are exposed to high quality, age-appropriate texts. Through listening to repeated readings, and talking about what they have heard, the children have multiple exposures to vocabulary and the language of stories. Continued talk about words, as well as opportunities to use them, supports children to absorb the language. Teachers ensure that the meanings of words are explained (not just in the context of the story but also as children might use or hear them in their own lives).

Vocabulary development is a key focus throughout EYFS, especially for disadvantaged pupils. Research shows that vocabulary is a huge predictor of how far children from any background will succeed at school and beyond. The words they know will help them to read, understand, gain new perspectives, and change or confirm their world view. We create a

language-rich environment, where adults talk with children throughout the day, engaging them in high-quality dialogue as well as direct teaching, to support children to articulate what they know and understand, and develop their knowledge across all areas of learning, using the vocabulary they need to support learning.

KS1

Throughout key stage 1, the focus is on continuing the development of phonics skills through the RWI programme, along with fostering a love of reading.

Children in year 1 take part in daily phonics lessons to continue to help improve word reading skills and strategies to engage with texts. Phonics books are closely matched to children's increasing knowledge of phonics and repeated readings of the texts support their increasingly fluent decoding. As the children become ready, the focus shifts to children applying their reading skills, using these for comprehension purposes and developing higher order skills of comprehension.

Pupils also have extensive experience of listening to, sharing and discussing a wide range of high quality books with the teacher, other adults and each other to encourage a love of reading and broaden their vocabulary at the same time as they are reading independently.

Pupils entering year 1 who have not yet met the early learning goals for literacy continue to follow the school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they are taught to do this urgently through targeted support using RWI Fast Track Tutoring, so that they catch up rapidly.

During year 2, teachers continue to focus on establishing pupils' accurate and speedy word reading skills and ensure that pupils are monitoring what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic. They ensure that pupils listen to, and discuss, a wide range of stories, poems, plays and information books, including whole books, and teach pupils about cause and effect in both narrative and non-fiction.

Pupils who do not have the phonic knowledge and skills they need for year 2 receive targeted intervention through RWI Fast Track Tutoring to ensure pupils' word reading skills catch up rapidly. However, teachers use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Children in EYFS and KS1 take home phonetically decodable books to read aloud, which are consistent with their developing phonic knowledge. Children in EYFS who are not yet able to blend the set 1 initial sounds will take home a wordless reading book to encourage their communication and language and establish a regular reading routine at home.

Once children can read fluently with intonation and have completed the RWI phonics programme they will be assessed using the PM benchmarking toolkit to ensure that their home reading books continue to be well matched to their ability.

KS2

When children begin Year 3 most children should have completed the RWI programme and have passed the Phonics Screening Check, some children may have been rechecked in Year 2. Any children who have not passed the rescreening, or for whom teachers have expressed a concern regarding phonics, will continue to access phonics at their assessed level, joining an appropriate KS1 phonics group. These children will be assessed using the RWI assessments half termly in order to ensure they are grouped correctly.

In Key Stage 2 teaching comprehension will now take precedence. Teachers will support children with their comprehension skills through the use of reciprocal reading strategies.

Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.

Teachers select texts to read with their classes using the Pie Corbett reading spine and the Five Plagues of reading spine.

Assessment

Assessment forms an integral part of the teaching and learning of reading. Formative assessments inform teaching, planning and interventions on a daily and weekly basis. All pupils who are completing the RWI phonics programme are assessed every 6-8 weeks, or more frequently for those making speedier progress, using RWI Assessment materials.

Once children have completed the RWI programme they will be assessed half termly using the PM benchmarking toolkit until they are considered to be on 'free readers'.

End of term classroom tests and standardised testing:

- Year 1: NFER Spring 2 and Summer 2 assessments are completed. In the summer term children will sit the Year 1 Phonics Screening Check (PSC)
- Year 2: During the Autumn and Spring terms, SATs papers from previous years are accessed. In the Summer term, Statutory End of Key Stage Assessments are completed. Any children who failed the PSC in year 1 will be rescreened.
- Year 3: NFER Autumn 2, Spring 2 and Summer 2 assessments are completed.
- Year 4: NFER Autumn 2, Spring 2 and Summer 2 assessments are completed.
- Year 5: NFER Autumn 2, Spring 2 and Summer 2 assessments are completed.

- Year 6: During the Autumn and Spring terms, SATs papers from previous years are accessed. In the Summer term, Statutory End of Key Stage Assessments are completed.

Home Reading

Children are assessed half termly using the RWI assessment materials or the PM benchmarking toolkit (for children in KS2, or children in KS1 who have completed the RWI programme). These assessments should be used to ensure that children are given a home reading book matched to their ability. There is no requirement for children to 'complete' each level, staff should ensure that children's books match the level of their most recent assessment. If staff are unsure, or concerned about gaps in children's reading knowledge, they should discuss this with the Reading Leader.

Every child has a home reading diary, this should be used as a dialogue between home and school and a log of how often children are reading at home.