

OUR LADY AND ST KENELM SCHOOL



Reading Policy

"Bringing out the best in everyone for the benefit of all in the Spirit of Christ."

Policy Statement

This Policy sets out to inform interested parties of the teaching and learning of reading within the school according to the details outlined in the National Curriculum Document for English. Interested parties are Teachers, Governors, Parents, LA and OFSTED Inspectors.

It is intended that this policy be reviewed every two years.

The Aims and Objectives

Reading is a multi-sensory approach to getting at meaning. It is not simply the decoding of black marks on the page but involves the ability to read, with understanding, a wide range of different types of texts including fiction, non-fiction, real world texts such as labels, captions and lists, and print in the environment. Competence in reading is the key to independent learning and therefore the teaching of reading is to be 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.

The aims of reading are:

- To enable children to speak clearly and audibly in ways which take account of their listeners
- To enable children to adapt their speech to a wide range of circumstances and demands
- To develop confident, independent readers through an appropriate focus on word, sentence and text level knowledge.
- To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts.
- To develop and extend the children's vocabulary through shared and guided reading.
- To help children enjoy reading and recognise its value.
- To improve the children's ability to make inferences about a text and comprehend language choices made by the author/s.

Planning of Reading

Reading is part of the English curriculum, which is a core subject in the National curriculum. The key objectives relating to reading will be reflected in planning.

Medium term planning - based on the Read, Write Inc Phonics in KS1 and Pathways to Write in Y2 and KS2. These provide details relating to the main teaching objectives.

Short term (Weekly) plans - list specific objectives for each lesson and give details of

how the lessons are to be taught. These plans are kept in the Staff area of the intranet so that they can be accessed by other staff members.

Reading is taught in the Foundation Stage as an integral part of the school's work. Children and teachers work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for Foundation Stage children. The National Curriculum is used alongside the Early Learning Goals ensuring continuity and progression from one framework to the other.

Teaching and Learning Style

All National Curriculum statements must be covered at least once in each key stage.

Our reading books contain a range of commercially produced schemes which are all supplemented with a range of good quality paperbacks. The reading scheme gives children the opportunity to practise their developing reading skills with texts which have appropriate vocabulary and sentence structure. However, children will also have access to a range of other books, with varying levels of difficulty, which they will be encouraged to read for pleasure and information.

Children are phonic knowledge using Read, Write Inc in Foundation and K.S.1 and this is supported with Pathways to Write in Y2 and KS2.

In KS1 children are grouped according to their phonic knowledge for Literacy lessons. In KS2 children are taught in their normal class groups, although some children from Y3/4 still working on RWI Phonics attend their lessons with a KS1 group.

Children in Y5 who are in the lower group use Fresh Start resources for the first $\frac{1}{2}$ term directed by a TA and then move back into the main class for teaching from the 2nd half term onwards.

There is extra time outside of the Literacy hour to develop reading skills.

Every class teacher listens to every child over a 2x weekly rota. 15 in first week and 15 in second. Those children who are not heard by a class teacher will be listened to by the class TA.

Every child from Y6 – Pre School is expected to bring in their blue Home Reading Record and their reading book every day. Books should be monitored by the class teacher. As part of moderation process the Literacy Lead will also listen to focussed children termly and keeps a record of this which is reported to SLT and shared with relevant teachers.

Questioning is linked to VIPERS.

V – vocabulary

I – inference

P – predict

E – explain

R – retrieve

S – sequence or summarise

Teachers and TAs need use the VIPERS to ask questions about the home reading book when listening to reading.

Staff must ensure that when they children are reading their books, they are able to do so in a fluent manner with little stumbling over words.

Children can move up or down groups depending on their reading confidence.

Parents MUST be informed if a Home Reading Book is not being completed and it is evident that a child is doing little reading at home.

TAs administer the Salford Reading Test 3x per year and this is evidence of reading skills and comprehension. The outcome is then used to judge the stage that children are reading on.

Inclusion

Children with learning difficulties in reading are given the appropriate help and support within the classroom. Materials are available to teachers for help with these children.

The books which our children read are chosen carefully so that issues related to equal opportunities are handled sensitively.

The interests of both girls and boys are taken into consideration when reading activities and materials are selected.

We ensure that the books and literature available to children represent as wide a range of cultures as possible.

Guided reading:

KS2 follow Pearson's Bug Club for Guided Reading

In KS2 all pupils take part in daily guided reading sessions with their class teacher and T/A. These sessions are led by the teacher who uses the VIPERS and targeted questioning to broaden their reading comprehension skills as well as giving them opportunity for oracy.

Teachers follow the plan from the Pearson's Handbook so that all children are involved in Guided Reading sessions. Differentiation is through support. Some children who are not able to access the Bug Club reading texts, are taken out for small group comprehension work using the Comp Box. This is usually led by a TA.

KS1 follow Read, Write Inc for Guided Reading as part of everyday Literacy lessons.

Home/School Links

Particular emphasis is placed on building a strong sense of home/school partnership. The support and encouragement of parents is sought and valued.

Parents are helped to see that they have a vital role to play in their child's reading development and they are shown ways in which they can foster a love of reading in their children.

Children take home books to share and enjoy with their parents. A home/school reading diary accompanies their books with parents being encouraged to comment on their child's progress and response to the book.

All reading books have been levelled and are stored near the relevant classrooms.

The School library books are catalogued through 'Reading Cloud' programme. This is managed and led by a dedicated TA and their team of librarians.

Each classroom has an additional stock of books for the purpose of their class book corners, display or book foci.

In KS2, Pupils are encouraged to bring in their own **age-appropriate** books from home to share in 'free reading' sessions. Books are monitored by staff through 1:1 reading sessions and Home Reading Records.

The school uses Dudley Library Services which loan books throughout the year.

Links with other areas of the curriculum.

The skills that children develop in reading are linked to, and applied in, every subject of our curriculum. The children's skills in reading enable them to communicate and express themselves in all areas of their work in school.

A class visit to Birmingham Library is an optional extra-curricular activity offered to our pupils. We also encourage parents to take their children to their local libraries.

Children are encouraged to read and interpret a range of text types across all areas of the curriculum, allowing their knowledge and vocabulary to be developed and extended further.

The teaching of reading develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literacy heritage and texts from other cultures.

The organisation of lessons will allow children to work together and provide them with a chance to discuss their ideas and results.

It is imperative that reading is part of EVERY curriculum subject. Staff use a variety of texts to support the teaching of reading across the curriculum so children are exposed to different types of writing e.g. Historical reports, scientific texts, geographic texts etc.

ICT Provision

When planning reading related activities a consideration will be made to the ICT provision in school, developing resources and a shared common area for staff to share good practice.

The extensive use of ICT will involve children in reading a range of text types for a range of purposes. The use of the Internet will provide another source of information across all curriculum areas.

The use of ICT, graded texts and taped materials are available for all children who experience difficulty in reading activities.

The use of ICT will be incorporated into the teaching of reading for specific reading skills and activities, accommodating all ability levels.

Assessment

Teacher assessments against the national curriculum will be made.

Reading is monitored formally 3x per year from Y5-YR using the Salford Reading Tests and results are shared with SLT and class teachers. Y6 have regularly exposure to reading SATs papers and the results are shared with SLT.

Many on-going teacher assessments will be made in reading conferences, in 1:1 reading sessions through careful observation and Home Reading Records.

K.S.1

Regular assessment using RWI phonics (every 8/10 weeks). These determine groupings and identify any gaps in phonics knowledge.

Formal assessment is made looking reading over a term and general comprehension skills. The teacher assessment is recorded in SONAR.

Year 1 take part in the Phonics Screening during the Summer Term. This is a government test and scores are reported to parents.

K.S.2

Teachers keep records of ongoing assessments in their Blue Mark Books e.g.: spelling tests, homework, writing assessments, reading test results

At the end of each $\frac{1}{2}$ term teachers must enter a teacher assessment level on SONAR for each child.

Year 6 pupils take part in SATs tests during May.

In addition, Teacher Assessment is communicated to parents in writing at the Autumn Parental Consultation Evening and reviewed with parent and child at the Spring Parental Consultation Evening.

Both the final Teacher Assessment and the Test results are reported to parents at the end of the year. Government SATS are set in Summer 1.

Y6 results in Tests and Teacher Assessments are also transferred to High Schools and reported to the DfE through NCA Tools.

Review

This policy will be reviewed every two years in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' Achievement & Curriculum Committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Next review: **January 2028**