

St. Paul's C of E Primary School

Documentation Information and Control

Reading Policy

Current Status: Approved and adopted December 2019

Review date: December each year

Persons responsible for review: The Governing Body in consultation with the Head Teacher

Reference to other documents: Marking Policy
Monitoring and Evaluation Policy
Phonics Policy

Reading Policy

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

National Curriculum 2014

1. Rationale

1.1 Recognising its historic foundation, St Paul's Church of England Primary School, Newcastle upon Tyne, exists

(1) to glorify Almighty God, and

(2) to serve the community by providing, within the context of biblical belief and practice, an excellent education.

1.2 At St Paul's C of E Primary School we aim to promote high standards of language and literacy. We encourage the children to develop a habit of reading widely and often, for both pleasure and information. We aim to give the children every opportunity available to achieve the objectives outlined in the National Curriculum.

1.3 Aims

- To develop fluent, confident, independent readers by supporting children to read aloud with confidence and expression.
- To encourage children to be enthusiastic readers and reflect on what they are reading.
- To foster a love of reading, children are encouraged to read for pleasure at all levels. To offer an experience of a variety of reading opportunities and texts; to promote an understanding for the value of quality texts amongst the children.

- To develop children's vocabulary through rigorous discussion and introduction to new words, developing the children's language acquisition.

2 Planning

- 2.1 At St Paul's reading is at the heart of English lessons but it is also given a high priority throughout the curriculum. Staff are encouraged to make the most of every opportunity available to develop reading skills.
- 2.2 Short, Medium and Long Term planning shall be based upon the objectives outlined in the National Curriculum and further broken down by the Essentials Curriculum. English is taught throughout Milestones, as outlined in the Essentials Curriculum. All objectives taught are taken from the Essentials Curriculum and are evident in weekly short term planning.
- 2.3 Each Milestone ensures that children are taught a series of objectives over a 2 year period. Objectives are introduced in the first year, are revisited in the second year, and provide opportunities to master and deepen skills.
- 2.4 Our approach to reading in class is inspired by the principles of Literature Works. Teachers shall follow the initiation, interpretation, interrogation process when introducing new texts.

3 Teaching and Learning

- 3.1 As with all areas of the curriculum a wide range of approaches are adopted to teach reading. A large part of teaching and understanding new texts includes discussion. Children shall be given opportunities to talk about texts on a regular basis in groups, pairs and in the whole class. They shall be encouraged to try new ideas and to adopt a range of viewpoints to understand a text. It is vital that all children are engaged and enthused about what they read.
- 3.2 Teaching assistants play a huge role in this. They are not expected to take sole responsibility for the development and assessment of reading. That is the responsibility of the class teacher. However, they are a valuable support to

the class teacher, are all trained in reading approaches and observe, assess, question and support children, at all levels, with reading.

- 3.3 Reading runs through every lesson but, as part of our enthusiasm to develop excellent reading skills and to promote the importance of reading to the children, staff shall be encouraged to discuss reading with children around school. Each class shall have a display of books the children have read in school and their favourite authors.

3.4 **EYFS**

"The Literacy development in the EYFS shall encourage children to link sounds and letters and to begin to read" (*Statutory framework for the Early Years Foundation Stage*).

Children in the EYFS shall have a daily 20 minute phonic session. Reception children shall start phonics as soon as they are in school on a full time basis, (usually the second week of Autumn Term). Nursery children shall start phase 1 phonics in the Spring Term.

Children shall be given access to a wide range of reading material to ignite their interest in reading. This shall be done through daily story times when adults shall share stories with the children. The focus of story times in the EYFS shall be to develop listening and communication skills, bring experiences alive, widen vocabulary, make important links between the spoken and written word and, most importantly, to create a sense of wonder.

Children shall have a daily 20 minute Communication and Language / Literacy session. These sessions shall be planned for by the teachers in the EYFS and shall be delivered to all children. Reading shall be planned for within these sessions when appropriate.

Children shall read with their teacher every week in either a Guided Group, or individually.

3.5 **KS1**

In KS1 classes, every week shall begin with a reading lesson on a Monday. This lesson will focus on either the class book or class novel. Younger children may explore several books across a half term, and then move on to focus on one book for longer in the style of the class novel.

Short term planning will identify vocabulary and grammar objectives where appropriate. These sessions shall give opportunities for children to read short sections aloud, to focus on decoding skills, but the main focus will be on comprehension skills.

3.6 **KS2**

All classes in KS2 shall plan for a 1 hour reading session every Monday. During this lesson all children shall read their class novel.

Short term planning will identify objectives to be covered as well as new vocabulary, questions for all children and specific questions for target children.

Staff will respond to the interests of the children and explore vocabulary as it arises.

Lessons shall be a mixture of children reading and the teacher modelling reading. Class teachers shall be responsible for their choice of novel / book. In KS2 it is expected that the class shall read at least 1 novel per term.

Novels shall be discussed with the English leader to ensure a mixture of authors and genres are covered throughout school.

4 Assessment

4.1 **EYFS**

Development Matters shall be used in the EYFS.

Ongoing formative assessment shall be used to identify where a child is on their own developmental pathway in their reading.

Pupils shall be assessed at least once every half term in their phonics.

Adults shall assess how well the children have met each objective in their guided reading session. This shall be fed into the planning for the following session.

Pupils who are not making expected progress shall be placed on to Next Steps where they will work on the identified area of need in their reading with an adult on a one to one basis.

4.2 KS1 and KS2

Pupils shall be assessed using objectives from the Essentials Curriculum throughout the year. This shall be carried out using both summative and formative systems.

During every guided reading session notes shall be recorded against objectives for each child. Whole class reading will provide opportunities to record notes against each child for the sessions they are involved in.

At the end of each half term reading levels and assessment sheets shall be checked by class teachers to ensure that children make appropriate progress.

The reading level for each child shall be recorded and monitored by the English Leader. Children who do not make expected progress shall be identified and monitored.

All class teachers shall have a reading file which contains reading assessments. This shall also include an outline of expected levels of progress for children based on their age. It is the responsibility of the class teacher to identify children that do not make expected progress and to offer intervention initially.

If a child continues to fall below expected levels a discussion shall take place between the class teacher, the English Leader and SENDCO (if necessary) and suitable interventions shall be planned.

5 Guided Reading

5.1 Giving children the opportunity to discuss books with peers and adults in school shall be a fundamental part of our approach to reading. We value good quality discussions around a text. We also appreciate the need for skills to be taught in small groups. All children, from Reception to year 6, shall be part of a guided reading group. They will read in groups that are no larger than 6 pupils with an adult at least once a week.

5.2 EYFS

After Autumn half term, Reception children who are ready, shall do guided reading. The texts shall be pitched at their current level in phonics.

Pupils who do not access Phase 2 phonics shall use texts which use repeated text, picture clues and Initial Letter Recognition.

Pupils who are not ready to read in a group or who work at a much higher level than others, shall read individually with the teacher.

Guided reading shall be planned with a phonic focus (when applicable) key vocabulary and a comprehension focus.

In the Spring Term, Nursery children who are ready, shall start guided reading. This shall be initially with books with no words, but move on to text when children are ready. This shall have a focus of scanning / tracking text, using repeated vocabulary and picture clues.

A guided reading sticker shall inform parents of the text the pupil has read with target sounds (where applicable) and target words.

5.3 KS1

Pupils shall read for 20 minutes at least once per week using the principles of Reciprocal reading.

The class teacher shall be responsible for selecting an appropriate text, ensuring it is at a level slightly higher than the child is reading at

independently, and promote high level reading skills which shall be supported and modelled by the teacher or teaching assistant.

All children shall be encouraged to be part of a guided reading group operating at a level appropriate for them.

5.4 **KS2**

Pupils shall read for 20 minutes at least once per week outside of the English lesson. At this point in their reading journey the pupils shall be familiar with the reciprocal reading approach. They shall be able to follow the system, and make predictions and observations about what they are reading.

Teachers or teaching assistants will work with groups to make assessments of a pupil's understanding and to develop rich discussions around the chosen text.

6 Reading Books

6.1 The Oxford Reading Tree scheme shall be followed to promote reading at home.

Pupils shall be introduced to this as soon as it is felt to be appropriate.

Books shall be matched to the level appropriate for a child to read. It is expected that a pupil will be able to read independently 95% of their reading book.

Reading books in EYFS and KS1 shall be closely matched to the specific needs of the pupils.

Books shall be used during phonics sessions to support sounds being taught and sent home to promote the importance of reading at home.

6.2 **EYFS**

Books shall be matched to a pupil's level in phonics.

For pupils who do not access Phase 2 phonics, texts which use repeated text and picture clues shall be sent home along with phase 2 materials to support learning at home (sound cards to identify/make words with).

More able / confident readers may take home a book that targets their phonics and a book that incorporates more sight vocabulary.

Books shall be sent home once a week.

Stickers shall be put in the books to inform parents of the sounds the pupils have been learning (for Phase 2).

Nursery pupils shall take home once a week a picture book that has been shared with an adult in school. This happens as soon as they are in full time (usually by their second week in).

6.3 **KS1**

Pupils will take home 2 books per week. The books shall support sounds taught during a phonics session as well as promoting the development of further reading skills.

One book shall match the phonic level if a pupil has not yet passed the phonics screen check. The second shall be selected to match another reading target.

For pupils who have passed the Phonic Screening Test, one book will be chosen by the pupil, and another by the teacher, both within the pupil's given reading stage.

6.4 **KS2**

Pupils will take at least one book home per week.

As soon as a pupil has finished the book it may be changed for a new book.

Pupils shall be allowed to select their own book from the level they are reading to promote reading for pleasure.

Pupils in KS1 and KS2 are expected to complete reviews of the books they read during silent reading.

It is important that the children think critically about their review and are able to articulate their likes as well as dislikes, giving reasons for their responses.

7 Reading for Pleasure

7.1 We shall aim to ensure that all pupils understand the importance of reading for pleasure. This is developed in different ways at different points in a child's learning journey.

7.2 EYFS

Pupils shall have access to the Home Loan Library which is available at the end of school each day. They shall also have access to continuous provision which is rich in text and at the level some children can read independently.

7.3 KS1

All classes in KS1 shall have daily reading sessions timetabled during which the pupils will read purely for pleasure.

The book shall usually be read by the teacher or teaching assistant. Such will be an excellent opportunity to model the skills expected from the children.

KS1 pupils shall also have opportunities to take books from the Home Loan box at least once a week.

7.4 KS2

Pupils shall be given 25 minutes each day outside of an English lesson to read for pleasure.

The pupils shall read a book of their choice. However, teachers shall be responsible to ensure the pupils in their class can read the books they choose.

Once a pupil meets the level of Free Reader he or she shall be expected to pick reading books for the pleasure of reading.

To further develop a love of reading, pupils shall be given an opportunity to take part in the following at some point in their reading journey:

- to read with other children – each class shall have a reading buddy class
EYFS shall be paired with Year 3/4, Year 1 with Year 4/5, Year 2 with 5, and Year 2/3 with Year 6
- visits from authors
- visits to or from librarians
- Book Fairs
- a visit to the Book Bus
- World Book Day activities
- writing to authors / illustrators
- Year 6 shall take part in the Children's Book Show every year. This will include a workshop at school from an author, poet or illustrator and a trip to the theatre.

8 Engaging Parents

- 8.1 Engaging parents with children's reading shall be a priority at St Paul's. It shall begin with the children in EYFS.
- 8.2 All phases in school shall run parent workshops during the school year. At the workshops parents shall be shown how to read with their child(ren) and given suggested questions and topics for discussion.
- 8.3 Workshops shall be run by the leaders of each phase and shall be supported by the EAL teacher who shall offer specific advice to families that have EAL needs.
- 8.4 At the start of each academic year parents / carers shall be given written information that explains how they can support their child(ren) with reading at home. Suggested questions or topics for discussion shall be included in the children's reading records.

- 8.5 All parents / carers are encouraged to record reading sessions at home with their child in the Reading Record book which goes home with the child's reading book. This is returned once a week to ensure children are continuing to develop their reading skills. Older children, reading at free reader level, are encouraged to record their own reading in the reading record to develop an independence and responsibility for their own progress. The reading record is monitored by class teachers to ensure reading is happening regularly at home.

9 Intervention

- 9.1 It is the responsibility of the class teacher to ensure pupils make the expected levels of progress in reading.

- 9.2 When a child is identified as requiring further support in reading it shall initially be the role of the class teacher to provide this in class. If that is not effective alternative approaches shall be deemed necessary. In such instances a pupil will be assessed using the phonics tracker. That information shall inform the appropriate intervention for the child. In some cases that shall require a specific intervention group.

9.3 EYFS

Early Years staff shall meet on a weekly basis to discuss the needs of each pupil children. Any pupil identified as not making expected progress shall be placed on the Next Steps programme. Targets shall be set and activities agreed. These shall be carried out by Early Years staff during the following week. This intervention shall be resourced, monitored and overseen by the Early Years Leader.

9.4 Lexia

Lexia shall be used to support a child not making progress in KS2.

Pupils shall be enrolled on the Lexia programme and assessed for gaps in their learning.

They shall be given opportunities during afternoon sessions, with the SEND support assistant, to work through the gaps in their knowledge.

This shall be monitored each half term to ensure appropriate progress is made.

9.5 Extra Reading

Pupils identified as below an expected level of progress may also be given extra time in school to read on a 1 to 1 basis for at least 20 minutes per week. This shall be with a class teacher, teaching assistant, reading support teacher or a reading volunteer.

9.6 100 Books Challenge

Pupils working at a greater depth in reading shall be encouraged to take part in the 100 book reading challenge.

The 100 books shall be selected to ensure a rich variety of titles and shall include classic authors, new authors, topics of interest to the pupils and issues relevant to pupils, such as fitting in to a new culture.

The aim of this intervention shall be to encourage pupils to read a range of authors they may not choose independently.

9.10 New to the United Kingdom and EAL

It is vital that all pupils become part of our reading community as quickly as possible.

The EAL support teacher shall meet with a pupil who is new to the school during their first week in school.

At the meeting the EAL teacher shall gather information about the child's previous school history and make an assessment of the needs of the child.

Phonic knowledge will be assessed at the meeting and the class teacher will be advised of any gaps in knowledge and of specific targets or activities which will support the pupil in class.

The pupil will also be placed on an appropriate Oxford Reading Tree level by the EAL Teacher.

Pupils new to the country or new to English shall be encouraged to remain in reading lessons with their peers since that is a valuable way to expose a child to new vocabulary.

In addition the pupil shall be given opportunities to read 1 to 1 for at least 40 minutes per week.

If it is deemed that Lexia may promote the acquisition of English a pupil shall be enrolled onto the programme. This shall be closely monitored for impact and if it does not have the desired impact an alternative approach shall be discussed.

10. Review

The governors shall review this policy every year.