

St. Paul's C of E Primary School

Documentation Information and Control

Reading Policy

Current Status: Approved and adopted December 2020
reviewed and revised December 2021

Review date: December 2022

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

Reference to other documents: Marking Policy
Monitoring and Evaluation 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 St Paul's School was established in 1862 to serve Almighty God and the community by providing, within a biblical Christian ethos, a broad, balanced, and engaging education and learning experience.
- 1.2 St Paul's School is an inclusive school in which, through the provision of a broad, balanced and engaging curriculum and within a caring and supportive environment, each pupil is motivated to develop and flourish as he or she acquires skills for life and a love of learning.
- 1.3 At St Paul's C of E Primary School we shall promote high standards of language and literacy. We shall encourage the children to develop a habit of reading widely and often, for both pleasure and information. We shall give the children every opportunity available to achieve the objectives outlined in the National Curriculum.
- 1.4 *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 shall be at the heart of English lessons but it shall also given a high priority throughout the curriculum. Staff are 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*.
- 2.3 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.
- 2.4 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.
- 2.5 The approach to reading in class is inspired by the principles of *Literature Works*.
- 2.6 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 is used to teach reading.

- 3.2 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.
- 3.3 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.
- 3.4 Teaching assistants have a significant role in the teaching of reading. 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.
- 3.5 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 **Early Years Foundation Stage (EYFS)**

"It is crucial for children to develop a life-long love of reading"

(Statutory Framework for the Early Years Foundation Stage, 2021).

- (a) 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 the Autumn Term). Nursery children shall start phase 1 phonics in the Spring Term.
- (b) 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 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.

- (c) Children shall have a daily 20 minute Communication and Language / Literacy session. These sessions shall be planned for by the teachers and shall be delivered to all children. Reading shall be planned for within these sessions when appropriate.
- (d) Children shall read with their teacher every week in either a Guided Group, or individually.

3.5 Key Stage 1 (KS1)

- (a) In KS1 classes, every week shall begin with a reading lesson. 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.
- (b) 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 Key Stage 2 (KS2)

- (a) All classes in KS2 shall plan for a 1 hour reading session every Monday. During this lesson all children shall read their class novel.
- (b) Short term planning will identify objectives to be covered as well as new vocabulary, questions for all children and specific questions for target children.
- (c) Staff will respond to the interests of the children and explore vocabulary as it arises.
- (d) 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.

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

4 Phonics

- 4.1 Daily Phonics sessions shall be taught to EYFS and KS1 using the systematic synthetic Phonics Programme, *Essential Letters and Sounds* (ELS) until pupils have successfully passed the *Phonic Screening Check*.
- 4.2 ELS is based on simplicity and consistency. Throughout ELS, the same teaching sequence – *show, copy, repeat* – is used until each child can independently recognise the letters and sounds.
- 4.3 The teaching sequence shall be the same in all stages of the lesson, from whole-class teaching to one-to-one intervention.
- 4.4 Children shall be given the opportunity to hear and say each sound, first in isolation, and then within words and sentences.
- 4.5 When introducing a new grapheme–phoneme correspondence (GPC), a mnemonic or rhyme shall be used with an accompanying picture to ensure that children understand. Children will hear this sound in the context of a word, and a picture and / or definition will be given to support their understanding.
- 4.6 Practice and repetition are key. Every phonics lesson is structured as follows:
 - Review
 - Teach
 - Practise
 - Apply
 - Review

- 4.7 As the ELS programme is designed on the principle that children should ‘keep up’ rather than ‘catch up’, interventions shall be delivered within the lesson by the teacher, and any child who struggles with the new knowledge will be immediately targeted with appropriate support.
- 4.8 If a child requires further support to achieve the outcomes of the lesson and keep up with the pace of the programme, the three interventions of the ELS programme -
 (1) oral blending,
 (2) GPC recognition, and
 (3) blending for reading -
 shall be delivered on a one-to-one basis.
- 4.9 The interventions are intended to be short and concise and last no longer than five minutes. They shall be delivered during the daily reading session to ensure that children ‘keep up’.
- 4.10 They may be delivered in isolation, or different interventions may be used together to support children each day so as to ensure that children do not spend excessive time outside of the classroom or in group intervention sessions when they are removed from the rest of the curriculum.
- 4.11 Expectations for phonics at St Paul’s:

Term	Phase	Content
Nursery	Phase 1	Seven aspects:- Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme Alliteration Voice sounds Oral blending
Reception Autumn 1	Phase 2	Oral blending Sounding out and blending 23 new graph-eme-phoneme correspondences (GPCs) 12 new harder to read and spell (HRS) words
Reception Autumn 2 Spring 1 Spring 2	Phase 3	Oral blending Sounding out and blending with 29 new GPCs 32 new HRS words Revision on Phase 2

Reception Summer 1	Phase 4	Oral blending No new GPCs No new HRS words Word structures cvcc ccvc ccvcc cccvc cccvcc Suffixes Revision of Phase 2 and Phase 3
Reception Summer 2	Phase 5	Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words
Year 1 Autumn 1 Autumn 2	Phase 5	Revision of previously taught Phase 5 GPCs 2 new GPCs 9 new HRS words
Year 1 Spring 1 Spring 2	Phase 5	Alternative spellings for previously taught sounds 49 new GPCs 4 new HRS words Oral blending Revision of Phase 2, Phase 3 and Phase 4
Year 1 Summer 1 Summer 2	Beyond Phase 5	Revision of all previously taught GPCs for reading and spelling Wider reading, spelling and writing curriculum

4.12 EYFS

- (a) Phonics sessions shall begin in Reception no later than the second week of the Autumn term.
- (b) Initially phonics sessions may be shorter, but direct teaching sessions using the ELS resources will usually last for 20 minutes, extending to 25 minutes by the end of the year.
- (c) Further phonics sessions shall be carried out in smaller groups so that children can complete activity sheets with appropriate support.
- (d) By the end of Reception children will have a total of up to 60 minutes of phonics each day, which will include a direct teaching session, regular use of flashcards, review of day's sounds and activity sheet group time.

4.13 **KS1**

- (a) Direct teaching sessions using ELS resources will last for 35 minutes, allowing children time to complete activity sheets in this session.
- (b) Sessions will be delivered daily until children have successfully passed the Phonic Screening Check.
- (c) Those pupils who do not pass the PSC will continue receiving the daily phonics teaching session using ELS resources throughout KS1.
- (d) Those pupils who do pass the phonic screen will progress to the *Read Write Spell* programme.

4.14 **KS2**

- (a) Pupils who fail the KS1 resit of the Phonic Screening Check in Year 2 will be identified as needing extra support.
- (b) Pupils needing extra support will access the self-led *Lexia* programme to support their phonic development on entry to KS2, and not return to resources accessed since Reception.

5 Assessment

5.1 **EYFS**

- (a) Development Matters shall be used in the EYFS.
- (b) Ongoing formative assessment shall be used to identify where a child is on their own developmental pathway in their reading.
- (c) Pupils shall be assessed at least once every half term in their phonics.
- (d) 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.

- (e) 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.

5.2 **KS1 and KS2**

- (a) Pupils shall be assessed using objectives from the Essentials Curriculum throughout the year. This shall be carried out using both summative and formative systems.
- (b) During every guided reading session notes shall be recorded against objectives for each child.
- (c) Whole class reading will provide opportunities to record notes against each child for the sessions they are involved in.
- (d) 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.
- (e) 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.
- (f) 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.
- (g) 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.

6 Guided Reading

6.1 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.

6.2 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.

6.3 EYFS

- (a) After Autumn half term, Reception children who are ready, shall do guided reading. The texts shall be pitched at their current level in phonics.
- (b) Pupils who do not access Phase 2 phonics shall use texts which use repeated text, picture clues and Initial Letter Recognition.
- (c) 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.
- (d) Guided reading shall be planned with a phonic focus (when applicable) key vocabulary and a comprehension focus.
- (e) 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.
- (f) A guided reading sticker shall inform parents of the text the pupil has read with target sounds (where applicable) and target words.

6.4 KS1

- (a) Pupils shall read for 20 minutes at least once per week initially.
- (b) Guided Reading books will be decodable books that rehearse graphemes recently taught in phonics, and focus on blending skills as well as recognition of 'harder to read and spell words'.
- (c) As skills progress, teachers may choose to select books that are 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.
- (d) The class teacher shall be responsible for selecting an appropriate text.
- (e) All pupils shall be encouraged to be part of a guided reading group operating at a level appropriate for them.
- (f) Occasionally, some pupils may continue to require individual reading sessions as an alternative.

6.5 KS2

- (a) 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.
- (b) 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.

7 Reading Books

- 7.1 A wide selection of texts from the Oxford University Press are used to promote reading at home.

7.2 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.

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

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

7.5 **EYFS**

- (a) Books shall be matched to a pupil's level in phonics.
- (b) 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).
- (c) More able / confident readers may take home a book that targets their phonics and a book that incorporates more sight vocabulary.
- (d) Books shall be sent home once a week.
- (e) Stickers shall be put in the books to inform parents of the sounds the pupils have been learning (for Phase 2).
- (f) 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).

7.6 **KS1**

- (a) 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.

- (b) For pupils who have not yet passed the phonic screening check, one book will be a decodable reading book which rehearses sounds recently taught in phonics. Children will be encouraged to read the book 4 times during the week to build confidence and fluency. The other book will be a sharing book for an adult to read to the child, to encourage a love of reading and enjoyment of books.
- (c) Pupils who have passed the Phonics Screening Test will also take home two books each week. These books will be chosen from the following categories:
 - a sharing book to read with an adult,
 - a decodable text to rehearse and consolidate phonic skills and
 - other reading scheme books that build on higher level reading skills.

7.7 KS2

- (a) Pupils will take at least one book home per week.
- (b) As soon as a pupil has finished the book it may be changed for a new book.
- (c) Pupils shall be allowed to select their own book from the level they are reading to promote reading for pleasure.
- (d) Pupils in KS1 and KS2 are expected to complete reviews of the books they read during silent reading.
- (e) It is important that the pupils think critically about their review and are able to articulate their likes as well as dislikes, giving reasons for their responses.

8 Reading for Pleasure

- 8.1 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.

8.2 **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.

8.3 **KS1**

- (a) All classes in KS1 shall have daily reading sessions timetabled during which the pupils will read purely for pleasure.
- (b) All classes in KS1 shall have a daily story time in which an adult reads to the children, or a child reads to the class.
- (c) KS1 pupils shall also have opportunities to take books from the Home Loan box at least once a week.

8.4 **KS2**

- (a) Pupils shall be given 25 minutes each day outside of an English lesson to read for pleasure.
- (b) 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.
- (c) Once a pupil meets the level of Free Reader he or she shall be expected to pick reading books for the pleasure of reading.
- (d) 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.

9 Engaging Parents

- 9.1 Engaging parents with children's reading shall be a priority at St Paul's. It shall begin with the children in EYFS.
- 9.2 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.
- 9.3 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.
- 9.4 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.
- 9.5 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.

10 Intervention

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

10.2 When a pupil 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.

10.3 EYFS

- (a) Early Years staff shall meet on a weekly basis to discuss the needs of each pupil children.
- (b) 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.
- (c) This intervention shall be resourced, monitored and overseen by the Early Years Leader.

10.4 Lexia

- (a) *Lexia* shall be used to support a child not making progress in KS2.
- (b) Pupils shall be enrolled on the *Lexia* programme and assessed for gaps in their learning.
- (c) They shall be given opportunities during afternoon sessions, with the SEND support assistant, to work through the gaps in their knowledge.
- (d) This shall be monitored each half term to ensure appropriate progress is made.

10.5 **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.

10.6 **100 Books Challenge**

- (a) Pupils working at a greater depth in reading shall be encouraged to take part in the 100 book reading challenge.
- (b) 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.
- (c) The aim of this intervention shall be to encourage pupils to read a range of authors they may not choose independently.

10.7 **New to the United Kingdom and EAL**

- (a) It is vital that all pupils become part of our reading community as quickly as possible.
- (b) The EAL support teacher shall meet with a pupil who is new to the school during their first week in school.
- (c) 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 pupil.
- (d) 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.
- (e) The pupil will also be placed on an appropriate Oxford Reading Tree level by the EAL Teacher.

- (f) 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.
- (g) In addition the pupil shall be given opportunities to read 1 to 1 for at least 40 minutes per week.
- (h) 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.

11. Review

The governors shall review this policy every year.