

Reading Policy

St Margaret's CEVA Primary School



Approved by: Headteacher

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**Next review due
by:** Autumn 2023

Reading Policy St Margaret's CEVA Primary School

Transforming lives by living and learning together in God's love.

Intent

At St Margaret's we emphasis the importance of books and literature in enabling children to become confident, happy and enthusiastic readers. It is our aim that all children should leave St Margaret's able to read fluently. We have two objectives: to teach the skills of reading so that the children can decode the texts and to embed a love of reading and a passion for books in the children. It is our intention that children leave St Margaret's as fluent readers with love of books and a desire to discover new authors

Implementation

Teaching and Learning EYFS and Key Stage One

To achieve this the English Lead and Phonics Lead work closely together. We have recently purchased the Twinkl Phonics programme which is used from Reception to the end of Key Stage One. Children in Reception and Key Stage One receive daily lessons in phonics which build on previous knowledge. The scheme is accompanied by short books which contain simple stories using the letters and sounds studied. As well as daily phonics lessons the children have a daily reading activity. This can involve group reading, shared reading or one-to one-reading with an adult. The children focus on the reading skills of; **Retrieval, Prediction, Sequencing, Vocabulary and Inference**. Progress is closely monitored. In Year One children are given a reading book from the Year One book boxes and are also able to borrow books from the school library. Children have a home school reading record that teachers and parents can use to share information about a child's reading.

Teaching and Learning Key Stage Two

In Key Stage Two children develop reading strategies and discuss texts in guided reading sessions and whole class comprehension work. All children have a reading diary in which they record the books they are reading. This document is shared between the child, teaching staff and parents so progress can be noted by all. Each Year group has a list of recommended texts which children are encouraged to read. All the texts are available within the year group. We encourage the children to read a wide range of texts, fiction and non-fiction and subscribe to First News. In comprehension lessons we read a range of poetry, narrative stories, play-scripts and factual texts to develop the skills of explanation, information retrieval, inference and authorial intent. All children in key Stage Two visit the library weekly and are encouraged to take home a book as well as their class reading book.

Reading comprehension skills are developed throughout the school. Children begin in Key Stage one by discussing what is happening in a book and finding specific words in the text. In Key Stage Two children have regular comprehension lessons where they learn:

to skim read,

- to find specific information in a text,
- to predict what will happen next
- to summarise events
- to support their opinions with evidence from the text

- they focus on the reading skills: **Retrieval, Prediction, Sequencing, Summarising, Inference, Making comparisons, Decoding** (giving meaning to words in context) **Meaning** (identify the meaning of a text as a whole) and **Language** (see how meaning is changed by word choice)

Monitoring

Progress is closely monitored by class teachers and the English lead who meets with year groups to analyse the data and agree support /interventions for children below or beginning to fall behind their peers. From September 2022 we will be introducing the Salford reading test to give us an accurate reading age for each child. Children who arrive at the beginning of, or within, a school year will take the Salford Reading test to assess their reading level. Children who are below the expected reading level for their age are given additional support. This involves, 1:1 reading time with the teacher or teaching assistant or small group work reading a discussing a shared text.

Interventions and support in Key Stage Two

The English lead and phonics Lead meet with Key Stage One staff to discuss which children still need support in learning phonics. The Twinkl scheme provides resources for this. We aim to put support in quickly in the transition between Key Stage one and key Stage Two. The Yarc reading project is also used in Year Three. Other interventions used throughout Key Stage Two include 1:1 support from a teacher or teaching assistant, daily reading in a small group and targeted guided reading sessions within the class.

Our second objective is to encourage a love of reading amongst our pupils. Texts are carefully chosen to enhance the children's cultural capital, to widen their vocabulary and provide access to a variety of genres and writing styles. Each class has a designated reading area with a class library. We participate in World Book Day each year and welcome visits from authors. We actively encourage all readers to share a book at home with their families. We believe this helps to develop inferential skills and also supports a lifelong love of reading. We recognise the value of adults reading aloud to children (both at home and in school) in order to improve their grasp of story language, enthuse children with a love of books and inspire them as writers. We live in a world where text is no longer only 2D. It can involve film, interactive websites, streaming media, or blogs. Thus it is essential that our children can read fluently, accurately and with understanding. Children will learn to:

- apply techniques such as skimming, scanning and text-marking effectively in order to carry out research and retrieve information.
- develop an interest in and love of books and literature that will support their learning in all areas of the curriculum and enrich their lives.
- use reading to help them develop as independent, reflective and critical learners make informed and appropriate choices.
- select information from a wide range of texts and sources including print, media and ICT and develop the ability to evaluate these sources.

Impact

The impact of our approach to reading will be seen in the classrooms in the enthusiasm of both staff and pupils for reading. It will also be evident in the development of the children's phonics skills and comprehension skills as they progress through the school. Impact will also be seen in our phonics and comprehension lessons with teachers adapting as they see fit to the needs of the children in their class. Our impact will be clear by the progress made by our children at all the

assessment points throughout the year, alongside how many children leave St Margaret's at the expected standard.

The subject leader will monitor the standard of children's reading and the quality of teaching of reading.

Statutory Requirements

Statutory requirements for the teaching and learning of reading are laid out in the National curriculum English programmes of study key Stages One and two and in the Communication and Literacy sections of the Statutory Framework for the Early Years Foundation Stage.

Assessment and Target setting

At the end of Year 6 SATS tests are used to formally assess the progress of the children. Optional SATS, NFER tests and teacher assessment are used by the other year groups. This will be accompanied by the New Salford Reading test (from Autumn 2022). Pupil progress meetings are held with the class teachers and headteacher to discuss pupils progress. The English Lead meets with Year groups termly to monitor progress.

Phonics screening check

The check is designed to confirm whether individual pupils have learnt phonic decoding to an appropriate standard and have grasped the essential skills that underpin good reading. The phonics check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words which Year One children read to a teacher.

Administering the assessment usually takes between four and nine minutes per child.

Pupils who have not reached this standard at the end of Year One should receive extra support from their school to ensure they can improve their phonic decoding skills. They will then have the opportunity to retake the screening check in Year Two.

Inclusion

We are committed to equality of opportunity regardless of race, gender, cultural background, ability or any physical or sensory disability. We aim to make the reading curriculum accessible to all and accommodate individual needs when appropriate. These needs include, but are not limited to, Special Educational Needs and Disability (SEND) and English as an Additional language (EAL). As such, teachers plan lessons to cater for different learning styles and aim to present materials using multisensory resources.

Role of the Subject Leader

The subject Leader is responsible for improving the standards of teaching through:

- monitoring and evaluating reading
- pupil progress
- the quality of the Learning Environment
- lesson observations and book scrutinise
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments ensuring that all staff share a common understanding of how to develop reading within the subject area.

Expectations of the class teacher

- implement specific teaching and learning strategies to develop reading skills
- make marking criteria explicit: when setting a reading comprehension task attention should be drawn to the specific features of comprehension that the teacher will be looking for.
- ensure reading resources are displayed in an attractive manner in each classroom.

Parental Involvement

We aim to involve parents directly in the life of the school and thus in the development of children's skills, knowledge and understanding in English. Parents are encouraged to read both with and to their children at home in order to promote reading.

Responsibilities of the Governing Body

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resources, staffed and timetabled in away that ensures that the school can fulfil its legal obligations.
- the religious ethos of the school is maintained and developed

Review

This policy will be reviewed every two years; or earlier if required in line with government legislation.

Signed:

Mrs Julie Febvre

English Subject Lead and Assistant Headteacher

June 2022