

Our Lady of Perpetual Succour Catholic Primary School

READING POLICY



We learn to love everyone as Jesus loves us

Introduction

‘Young people who enjoy reading very much, are nearly five times as likely to read above the expected level for their age - National Literacy Trust.

Here at Our Lady's, it is our fundamental belief and passion that providing our children with the knowledge, skills and appreciation of reading and literacy, underpins success in all areas of the curriculum. In the Ofsted report, 'Excellence in English', it was quoted:

‘Schools that take the business of reading for pleasure seriously, where teachers read and recommend books, and where provision for reading is planned carefully, are more likely to succeed with their pupils’ reading...both in good test results and an enthusiasm for reading beyond the classroom.’

Intent:

Since English is both a subject in its own right and the medium for teaching; for pupils, an understanding of language is vital, to access the whole curriculum. Our teachers develop pupils' reading in all subjects, to support their acquisition of knowledge. Pupils are taught to read fluently, understand extended prose (both fiction and non-fiction) and are encouraged to read for pleasure. At Our Lady's we do everything to promote wider reading. We have been working hard to provide exemplary library facilities. We also aim to provide high quality teaching, a reading for pleasure ethos, comprehensive, consistent planning and assessment, and also set clear expectations for reading at home.

By adopting a school wide approach to reading, we aim:

- To provide consistently outstanding teaching of reading throughout our school.
- To enable teachers to teach reading as effectively as possible.
- To enable pupils to learn to read as efficiently as possible.
- To give pupils the skills they require to become enthusiastic lifelong readers.
- To provide an inclusive education for all pupils.
- To learn from each other, through the adoption of a collaborative approach to the teaching of reading, where outstanding practice is celebrated and shared.

Implementation

Core teaching methods: The school teaches reading through a combination of approaches:

- Whole class shared reading
 - Modelling reading
- Guided reading
- Paired reading
- One-to-one reading
- Reading Circles
- Performance reading
- Independent reading both at school and at home
- Introducing writers as role models
- Letters and sounds
- Reading comprehension with analysis of written answers
- Preparing poems and plays to be read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Reading in the foundation stage

Our Reception children's initial introduction to reading for pleasure is high on the agenda. A love of quality literature is fostered from the very beginning through engagement with a wide variety of books. As with the rest of the primary phase, our reception teachers have access to the 'Power of Reading' website, teaching sequences and recommended texts. Books are displayed attractively around the classroom as well as being invitingly presented, in the communication-friendly reading area.

Reception children begin to learn the first 42 phonic sounds from day one, with the 'Read, Write, Inc.' programme of study. This is taught at a rapid pace daily, beginning with up to 10 - 15 minutes of phonics, followed by up to 15 minutes of reading. In reception, the teaching of reading is multi- sensory and active, using the wider school environment such as the well equipped the outside learning area to ensure learning is retained, linked to all curriculum areas, and fun.

Word lists will be sent home regularly for the children to learn. Children are assessed daily in their 'Read, Write, Inc.' sessions. Those children who are not secure will be supported to target gaps in their phonic knowledge in intervention groups.

Reading in KS1/2

In line with the programmes of study for reading at Key Stages 1 and 2 in the National Curriculum, our teaching objectives cover two dimensions:

1. Word reading
2. Comprehension (both listening and reading)

Phonics and 'Read, Write, Inc.'

All children will be taught phonic skills through 'Read, Write, Inc.' This will take place through daily, clearly structured sessions in EYFS and Key Stage 1. Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

Children will be ability grouped within the classes and lessons are differentiated accordingly. Continuous, formative assessment, will help target gaps in phonic knowledge and will be addressed through intervention programmes and supported, individual work.

Children will also be engaged in speaking, listening, reading and writing activities, which allow them to explore and practice their phonic knowledge, blending and segmenting skills independently.

Guided Reading

Guided reading plays a crucial role in the teaching and learning of reading skills.

IN EYFS and KS1 we now follow the 'Read Write Inc', scheme of work to teach reading and writing.

From Y3 to Y6, we timetable guided reading to take place four times a week, to last up to 30 minutes a session. (In Y6 the sessions are flexible to reflect the demands of the year group. However, it is acknowledged that the regular discussion, modeling and practice of comprehension skills will be taught as well as regular, timed practice papers and test technique.)

Each teacher has a guided reading file, where each group's reading focus and progress is planned, assessed and recorded. During these sessions, a different focus group is taught by

the teacher, or teaching assistant, where the children will be taught new skills in order to progress with their reading. These skills are based on the latest requirements of the programmes of study for reading.

‘Developing and enriching children’s vocabulary will significantly improve success in reading tests.’ Maddy Barnes – Literacy Consultant.

Vocabulary lists and the ‘Word of the Week’, are displayed in all classrooms and children will be encouraged to interact with these and contribute to them – especially during guided reading time.

Teacher knowledge of the children’s reading ability is further informed by the national CLPE Reading Scale, which is a valuable resource provided through our involvement in the Power of Reading project. Whilst each group in turn receives focused tuition from the teachers, the other groups undertake a variety of structured ‘challenging’ activities to complement and enrich their learning. Independent work is to be completed in pupils’ own Reading Journals. The activities, which include roles from ‘Literature Circles’, are linked to the group texts the children are reading and promote the independent application of skills previously taught. This will be complemented by tasks from the ‘Cracking Comprehension’ scheme.

Whole class guided reading

Once a week, each class will have a whole class shared guided reading session. This can be using a text from The Power of Reading, or from the Cracking Comprehension scheme, this will provide an opportunity to experiment with the scheme and then inform focused tasks for the following week’s guided reading, as well as sharing vocabulary discussions, where the most able pupils are providing other groups with modeled responses.

Impact

Children’s reading is continually assessed, against age related requirements. The teacher’s formative assessment can also be informed by a variety of materials such as:

- * NFER termly comprehension tests
- * The Salford Reading test
- * Year 1 standardised phonics screening test
- * Standardised Reading test in Year 2 and 6
- * Reading records
- * Guided reading record sheets
- * Half-termly phonics tracker for EYFS.
- * Cracking Comprehension analysis grids / self- assessment grids
- * Read, Write, Inc. ongoing assessments

Any child working below age related expectations, is given appropriate differentiated support. The impact of any programme of support should be monitored for a maximum of 6 weeks, then will be re-assessed. Where significant risk of delay is assessed, the children will be placed on school support plans in consultation with the Sen-co.

Interventions currently used include:

- Daily phonics sessions with the opportunity to apply phonic knowledge in a text closely matched to their current level of skill
- Daily reading with a TA - APPLS / SAFMEDS
- Comprehension readers- reading once or twice a week for up to 45 minutes, in focused borderline groups. This is to allow good quality discussion and interaction about the text (this is for children who can read but struggle with aspects of comprehension) Cracking Comprehension Assessments are used with self-

assessment grids.

- Guided groups – these are groups who work on comprehension skills, to move up the reading scale on the journey from dependence to independence.

SEND and Equal Opportunities

Those children, who as a result of tests or normal classroom activities, are identified as needing extra support, will be monitored closely by the Class Teacher and the Head Teacher / SENCO.

Specific interventions will be put in place to support those children. Other intensive programmes may be used if the need arises. Our policy is monitored to ensure that all pupils have equality of access to a range of reading opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender race or culture.

The school will put in place positive steps to support those children who have limited access to reading at home through lack of parental education.

More Able

Those children who show a particular talent in literacy, are provided with opportunities to fulfill their potential by taking part in competitions, developing blogs on the school website, and exploring challenging texts, including classical literature, in library sessions. The school library is open weekly for the children to browse, listen to the librarians reading, and to borrow books to take home. Year 6 pupils are also provided with the opportunity to attend an after school enrichment programme in Classical Literature / Shakespeare Studies.

Home Reading

At Our Lady's Primary School we encourage a reading partnership where parents share books at home with their children and provide valuable help and support for this area of the curriculum. Books are organised in colour bands to match the appropriate ability of each child. These are stored in the corridor between the library and the Year 3 classroom. Children have a reading record book and this goes home on a weekly basis. Parents write a comment, sign and date when they have listened to the child, and the class teacher keeps a running record of all books that have been read. Teachers welcome parents' views and will discuss them with parents and pupils.

Links with parents

- Parents have an induction meeting when children start in Reception to outline approaches to teaching reading.
- Annual letters to parents on guidance for reading at home are sent out.
- Reading record books for parents to note down reading at home are routine.
- Parent helpers support the school in providing additional reading opportunities for children.
- Parents of our KS1 children are invited to attend phonic workshops where current practice and advice on reading is provided. These are well attended and appreciated.

We have further strengthened our provision for promoting the importance of literacy skills by running courses for parents. The parents are invited into school to attend a variety of meetings such as 'Helping your child to read', and what to expect from national tests.

Library

At Our Lady's we are very proud of our school library. We have worked hard to ensure this is a space, which reflects our ambition to place reading for pleasure at the heart of our school community. Based on the very latest research and pedagogy, our library encourages the children to go on a 'Reading Safari'. The wonder and excitement of this magical environment is complemented by a concerted effort to update and enrich the reading material available. We celebrate World Book Day by hosting a book fair, (which always brings in crucial funds), and celebrate National Poetry Day in October, which often involves poetry visits from popular poets and authors.

The School Library contains Fiction and Non-Fiction books. All children are entitled to borrow Library Books. Currently, the KS1 children have timetabled sessions where they are given the opportunity to change library books once per week. The monitoring of which books are borrowed and returned, is recorded by the KS1 staff.

The library is open on Friday lunchtimes for KS2 children to borrow books. This is scheduled as part of a two-week rotation for Lower then Upper KS2.

Library books are issued and recorded by the Y6 Librarians, who volunteer for the job at the beginning of every academic year, and are trained by the English Co-ordinator. When returning books, pupils are encouraged to place borrowed books back in the places where they found them. However, these often have to be sorted by the Librarians.

The library is also used for focused group reading sessions and interventions, such as Pupil Premium children, reluctant readers, the 'more able' and other groups to ensure all children are provided with opportunities to reach their potential as a reflection of our inclusive nature. The Reading Buddies scheme, provides peer support and book recommendation. Reading Buddies from designated houses on a rota basis, take a selection of books outside (or into classrooms, if the weather's bad), to share and read to others. This takes place twice a week during the lunchtime.

Drama and Reading

As part of the Power of Reading project, we appreciate the role that Drama techniques play in engaging with a text. These techniques will be used to enhance the teaching of reading. These include role-play, hot seating, improvisation and group performance to:

- Explore familiar themes and characters
- Consider character, motive and story development
- Respond to issues and dilemmas
- Consider alternative courses of action
- Empathise with characters and situations
- Analyse, discuss and review a variety of texts

Celebrations

We also celebrate World Book Day in the first week of March, where the children take part in a variety of activities to enrich their love of reading. This is usually followed by a book fair, which not only keeps reading high on our agenda, but also provides vital fund raising for our book provision.

Every year we bring poets and authors into school to share their skills and inspire the children. We have also been active in working closely with the local public libraries to promote reading outside of school.

Conclusion

Driven by a desire to provide the children of Our Lady's with literacy skills that will enable them to access the very best opportunities in life, as well as nurturing a love of reading in itself, we aim to develop the following features, as articulated in the Ofsted report:

'Excellence in English: What we can learn from 10 outstanding schools (primary and secondary)

- There is excellent practice, which ensures that all pupils have high levels of literacy appropriate to their age.
- Pupils read widely and often across all subjects.
- Pupils develop and apply a wide range of skills to great effect, in reading, writing and communication.
- The teaching of reading, writing and communication is highly effective and cohesively planned and implemented across the curriculum.
- There are excellent policies, which ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy.

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