

Saint Joseph's Catholic Academy

Member of the Newman Catholic Collegiate



Learning and Growing Together
in Faith and Friendship



Reading Policy 2020- 2021

POLICY FOR READING

As a Rights Respecting School we recognise:

- **Article 28: All children have the right to education**
- **Article 29: Children's education should develop each child's personality, talents and abilities to the fullest.**

At Saint Joseph's, we believe that English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

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. A love of reading and reading extensively for pleasure is promoted as a school.

AIMS

- To provide consistently outstanding teaching of reading throughout our schools.
- 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 promote the love of reading within children and give them access to a wide range of high quality texts and authors.

Reading in Foundation Stage.

All children are taught phonics at the earliest opportunity, through daily, structured activities, under the direction of the class teacher. Pupil progress is assessed and monitored through small group phonics activities. When children are ready, they are given fully phonetically decodable books – using the Bug Club reading books and other phonic schemes. Children love the opportunity to read aloud with an adult either as often as required depending on their need. The teaching of phonics as the sole route to decoding remains the fundamental strategy to enable pupils to develop reading fluency. Children are baseline assessed and grouped according to their reading ability in for children to practice reading at home with a reading log for parents to write in. In addition, children are taken into the school library once a week and encouraged to pick a library book to take home and share with parents / carers. Children are given exciting opportunities to foster a love of reading further, such as the Little Library Van and Breakfast with Books.

'Learning and growing together in faith and friendship'

Reading in Key Stage One

In Year 1, children are expected to show a keen interest in reading and be confident in their attempts to decode new or unfamiliar words. By the end of the year, all pupils complete a national, statutory phonics test which will be formally recorded and shared with parents. The use of sight word vocabulary is expanded for pupils who are secure in their knowledge of decoding, with a further emphasis on independent reading interests and choices. The books given to the children are still fully decodable in line with phonetic teaching. The children's home reading books are changed up to three times a week. Parents are encouraged to read with their children every night.

In Year two, children who do not pass the phonics screen, continue to have phonics intervention and will retake the test at the end of Year two. Children continue on the reading scheme, using phonetically decodable books. When children are confident and fluent they progress to a wider range of texts. The children's home reading books are changed three times a week. Parents are encouraged to read with their children every night.

Reading in Key Stage Two

We aim to continue to promote the love of reading throughout Key Stage Two by giving the children access to a wide range of real books from a range of authors and genres. Where there is an additional need, the children are listened to on a 1:1 basis in Key Stage Two. All children within Key Stage Two are encouraged to read during English lessons and have daily Guided Reading lessons. Children have at least one session per week in the library and are encouraged to choose their own books and read a wide range of texts. Children have the opportunity to change their reading books daily and their reading logs are checked twice a week. Children are expected to read every night. Children are encouraged to read for learning throughout Key Stage Two.

Reading for Pleasure

In all year groups from Nursery to Year 6, children are read to by their class teacher for the sole purpose of pleasure. Ideally, this is every day although there are days when the nature of the curriculum does not allow for this. Reading aloud to children provides them with a high quality model for reading. Adults reading to children should model fluency and expression, giving children techniques and strategies that they can apply to their own learning. Questions on comprehension are kept to a minimum during this session, although time is taken to discuss vocabulary that children may not understand. Texts chosen to be class reads are engaging and challenging, giving some children an opportunity to access texts that they otherwise would not be able to if reading independently.

'Learning and growing together in faith and friendship'

Guided Reading

Guided Reading is taught throughout the school from year one upwards. Guided reading is a direct teaching session for 30 minutes every day. Children are taught a range of reading skills using a range of text types and genres. In KS2, this takes a whole class approach.

Assessment in reading

Pupil progress in phonics is continually assessed and systematically recorded. Pupils are also assessed during Guided Reading sessions, additional support activities with support staff and evaluation of home reading. Additional assessment is completed using NFER assessments to further inform and support teacher assessment. When required children are assessed using the Salford reading comprehension to give them a reading age. At Saint Joseph's, we develop competent, lifelong readers as reading is a lifelong skill which requires consistent practise and precision to master. At Saint Joseph's, we aim to equip pupils with the skills and confidence to read audibly, confidently and fluently. It remains the responsibility of class teachers to further develop and promote reading skills through modelling and creating opportunities for pupils to read audibly to a larger audience, in order to develop their confidence, timing, eye - contact, expression and intonation. Children are encouraged to evaluate their skills as readers in this context as they mature, so that they are suitably prepared for the next stage of by their education and future. Children take part in the end of key stage reading assessment in Years 2 and 6.

Reading enrichment, rewards and support.

Children are encouraged to use and develop their reading skills in a variety of situations. Children are invited and encouraged to read in the classroom and during whole school assemblies and Masses. In Year 5, children sit their English Speaking Board Junior Grade 3 exam. As well as improving and developing their Speaking and Listening skills, this aims to give children a wider reading opportunity and further develops their reading aloud skills including intonation, expression and fluency.

The promotion of reading for enjoyment and learning is expected to be a continuous process for every child, in every year group. Each classroom has an inviting reading area. A love of reading is achieved through exposing children to a vibrant curriculum which includes reading and sharing story books, poetry and rhymes, sharing children's reading experiences at home and school. Key vocabulary is displayed in role play areas, which are modelled and explained by adults before children have access to the areas.

Children are expected to read at home every night. Reading Logs are handed in and checked twice a week (Monday and Thursday). All children are rewarded for reading at home. After five weeks of super reading, children are given 20 house points. After ten weeks of reading, children are given a class certificate and a class prize. After fifteen weeks of super reading, the children are invited to receive a special certificate in success assembly

‘Learning and growing together in faith and friendship’

and a book prize. This system is designed to reward enthusiastic readers and encourage the lesser able or those children who are reluctant readers.

Children who make slower progress, or who fall behind, are given additional support through a planned intervention programme which is tailored to their needs.

<u>Policy Written:</u>	Mrs L Cox	Date: April 2020
<u>Approved by:</u>	Senior Leadership Team	Date:
	Staff team	Date:
	Academy Policy Working Party	Date:
	Academy Committee	Date:
<u>To be reviewed:</u>	Date:	April 2021
<u>Chair of Academy committee:</u>	Gillian Hodgkinson	Date:
<u>Reviewed:</u>		