



Reading Policy 2022-2023

The Teaching of Reading at Coppull St. John's

At Coppull St. John's, we are determined that every child will learn to read.

Early Reading and Phonics

Learning to read begins the moment pupils start at school. We deliver the Supersonic Phonics Friends systematic synthetic phonics programme from Reception until the completion of the programme. Throughout EYFS and Year 1, children are regularly assessed and phonics planning reflects this. Children are taught as a whole year-group as far as possible, excepting those pupils who need alternative provision. It is the expectation that the vast majority of pupils will not need further direct phonics teaching beyond the end of Year 1, after which the focus of teaching moves to fluency and comprehension.

Pupils are provided with phonically-decodable books that are matched to pupils' current stage of phonics learning. These include Dandelion Launchers, Oxford Reading Tree and Big Cat Phonics books.

If pupils cannot decode effectively beyond the end of Year 1, the reasons for this should be investigated. Intervention should be put in place swiftly to ensure that these pupils quickly learn to decode. In most cases, this may be re-teaching of phonics but there are a number of other intervention schemes available in school. An Individual Education Plan (IEP) may be appropriate at this stage. Teachers should consult with the SENDCO and the Reading Lead before taking this step.

Whole class reading

Once children have completed the phonics programme, they will progress onto reading objectives which are specific to the child's year group or stage from the National Curriculum. They will engage with stimulating texts reading both extracts and full texts or novels across the week/s, reading independently, in Talk Partners and chorally as a table or class. Teachers will plan activities which will develop children's skills in reading comprehension. For example: unpicking key language, reading 'around the word', skimming and scanning, using inference and deduction

skills to develop meaning, predicting what may happen and summarising events that occurred. Regular reading opportunities will help children develop fluency and stamina in a meaningful context. Pupils will record their responses to and reflections on the text being studied in their reading journals.

Progression in English lessons

Each unit of study begins with a reading phase. Reading lessons focus on a novel or quality text that forms the basis of a unit of study. Teachers deliver reading lessons which develop a range of comprehension skills. This will involve discussion around a whole class central text which is unpicked and discussed in depth, honing skills in literal retrieval, inference, vocabulary development and prediction. These sessions will aim to address reading objectives specific to the class's stage or National Curriculum for their year group. As they move through the school, pupils will encounter increasingly challenging texts and novels that promote discussion and reflection on wider themes and issues, often linked to other areas of learning in the curriculum e.g. history, science.

Individual 1:1 reading

Reading ages will be assessed in the Autumn and Summer Terms using the Salford Reading Age Test. In the Autumn Term, the bottom 20% of readers by reading age will be identified by the class teachers. Teachers and/or teaching assistants will aim to independently hear the less able (bottom 20%) read at least three times across the week (and all other children at least once in EYFS/KS1). 1:1 reading should provide a valuable opportunity to assess the progression of children's development, clarify that the child is reading a book appropriate to their stage, determine the frequency of home reading and to develop comprehension skills. 1:1 reading should occur first thing in the morning by a teacher or TA, sporadically throughout the day at appropriate intervals or during an assembly slot. This should take place outside of English lessons, to ensure that these identified pupils have the same access to the quality texts being studied in the curriculum sequence.

Group reading

Up to the end of Year 2, as well as whole class guided reading in English lessons and to support early fluency, children will take part in extra group reading sessions, which will involve a small number of children at a similar ability level reading, discussing and unpicking a text with the teacher. This will involve using the 4 main reciprocal reading strategies: predicting, questioning, clarifying and summarising. In Years 3, 4, 5 and 6, reading lessons will move focus to whole class reading, in which longer and more challenging texts provide immersion and the opportunity to deepen and apply comprehension skills which by this stage should be secure.

Assessment

Staff will assess the children formatively throughout the year through 1:1 reading, whole class/shared reading and Guided Reading sessions, recording progress on the school trackers and discussing progress with the Headteacher in Pupil Progress Meetings. In addition, children from year 2 onwards will sit more formal reading comprehension tests termly. Both formative and summative testing will be used to

determine an accurate picture of a child's attainment. Regular assessments throughout the year will ensure those pupils not progressing will be quickly identified and supported to make progress.

Monitoring

The Reading Lead will monitor the impact of the reading curriculum on a termly basis and report to SLT/Governors. Activities to support monitoring will include:

- Observing a range of reading lessons including phonics
- Talking to pupils about the reading they have done in school and at home
- Discussing with staff how they implement the reading curriculum and its impact on pupil progress
- Scrutinising evidence in reading journals
- Listening to pupils read or observing them reading to a familiar adult
- Analysing data on reading progress and attainment.

Promoting Reading for Pleasure

- The English curriculum has been planned, sequenced and built around quality texts and novels, providing both immersion in literature and exposure to a wide variety of texts and authors the children may not normally choose by themselves.
- The school library is available to all children to visit and spend time in. Children will choose new library books on a fortnightly basis, supported by a school librarian.
- Year 1/2 take part in the Lancashire Brilliant Book Awards and Year 5/6 take part in the Lancashire Fantastic Book Awards.
- Each class promotes and rewards independent reading and reading at home in different ways, at the discretion of the class teacher.
- Reading at home is monitored through home-school diaries and conversations with parents.
- Lancashire library loan boxes are hired termly to provide reading books linked to the class topics e.g. in history, geography, science.
- Teachers are passionate about reading and make time each day to read aloud to the children. They promote discussion around themes and characters. They continually strive to 'bring the text to life' in order to inspire pupils' love of reading.

Reading Lead: Mr A Peters

Next Policy Review: September 2023