

# OUR LADY & SAINT THOMAS CATHOLIC PRIMARY SCHOOL



## POLICY FOR READING

# “We are unique, talented and loved by God”.



<b>Subject Lead:</b>	<b>Mrs M. Fulton</b>
<b>Governor Lead:</b>	<b>Miss <a href="#">Sarah Jackson</a></b>
<b>REVIEW DATE:</b>	<b>April 2022</b>

The overarching aim for English at Our Lady & Saint Thomas is to promote high standards by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

As a Rights Respecting School we uphold the articles from the United Nations Convention on the Rights of the Child. These articles underpin our Reading policy:

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all things that affect children.

Article 17 (access to information from mass media) Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

## **We aim to ensure that all pupils:**

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences modelled in their reading
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, supported with evidence from the text
- are competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating understanding of what they have read

Reading feeds the mind of a child and opens up a world of wonder and joy for them. It is our aim that, by the end of their primary education, all pupils at Our Lady & Saint Thomas are able to read fluently, and with confidence, in any subject.

## **Entitlement**

Reading is a fundamental part of the learning experience at Our Lady & Saint Thomas and our pupils are given a variety of reading opportunities, including: Carousel Guided Reading moving into Whole Class Reading, dedicated Comprehension sessions across KS2, regular independent reading, home/school reading, reading to volunteer adults (for fluency and speed only) and hearing texts read aloud on a regular basis. The children also have the opportunity to read within their English lessons and also whilst carrying out research into other areas of the curriculum.

### **Teaching and Learning**

Reading is our main priority at Our Lady & Saint Thomas, for without the ability to read, a child is severely restricted in being able to access the wider curriculum and make sense of the world around them. It allows children to broaden their vocabulary and develop vivid imaginations. Our Lady & Saint Thomas prides itself on the teaching of Reading across the school and our results at both KS1 & 2 are consistently high. We have always taught reading separate to other areas of English and continue to do so, aiming to deliver challenging texts and tasks to enable our children to achieve highly. Children begin the process of reading within EYFS and as soon as they are ready they are able to access phonetically decodable books, supported by those activities which are the precursor for reading. This ensures the ability to read independently is reached as quickly as possible. To ensure that pupils at Our Lady & Saint Thomas are given the best opportunity to succeed, pupils are involved in reading sessions that build skills in fluency and comprehension and that they are able to have additional time to read for pleasure. There are four 30 minute sessions of Guided reading a week for all pupils. In EYFS and at KS1, these are focussed, differentiated group sessions to develop both comprehension and fluency. In addition, Read Write Inc is used to develop the phonic skills children need in order to decode words. In KS2, differentiated group sessions move towards Whole Class Reading in Year 6, continuing to develop the skills of decoding and comprehension at ever- increasing levels of challenge. There is a high level of engagement with vocabulary across all subjects and Teaching staff actively seek to expose children to a wide range of vocabulary within their delivery of lessons.

Towards the end of KS1 and into KS2, the VIPERS approach to reading which equips pupils with the necessary skills to be successful readers. It focuses on building fluency and embedding comprehension skills with direct, taught sessions. VIPERS stands for; Vocabulary, Inference, Predict, Explain, Retrieve and Summarise. These are all closely linked to the assessed strands at the end of key stage assessments. At KS1, the texts are taken from our structured Reading scheme but in KS2, this becomes more fluid with some of the levelled texts being used or alternatively, texts that are part of a class book, a poem or non-fiction article, depending on the writing focus. Other stimuli can be song lyrics, a short film or an image. To ensure that our approach is effective, learning objectives are taken from the National Curriculum as well as ongoing teacher assessment and analysis of data. OLST promotes the use of a variety of carefully selected literature that is matched to the attainment level of pupils. These texts have subtle challenge and allow pupils to reinforce fluency, decoding and comprehension skills regularly.

Additional opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher or teaching assistant for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

### **Resources**

Two years ago, in order to expand our classroom capacity, we had to sacrifice our school library. In order to ensure that this did not impact negatively on our children, each classroom expanded their book

areas to include a facility for children to take books home for pleasure. Each class teacher operates their own system for children who wish to borrow books. Book areas are obvious in every class in school and children are able to use these areas to enjoy reading at regular intervals. They are well stocked with a range of reading materials and staff make use of the Durham Learning Resources facility to ensure a regular change of reading material as well as literature to support topic teaching. Staff have also spent money on updating their Class Novel selections in the past year.

Pupils continue to progress through the school reading scheme until they have completed it and are then able to become a free reader. Resources appropriate for SEND pupils are also available.

### **School Improvement Plan**

In the next school year, Reading will be a priority of our School Improvement plan and staff will work to re-band books in line with National Banding. In EYFS and at KS1, books will be grouped according to Phonic sounds. This work will be carried out by school staff and we aim to complete this by the end of the first half term in school. We know there are gaps in our scheme and we also know that many books that went home at the beginning of lockdown have not been returned. Once we are able to identify gaps we will then build a structured programme of restocking of books as funds allow.

### **Planning**

Planning is the responsibility of the Class Teacher and is centred around the use of the VIPERS approach. The English Subject Leader and Senior Leadership team monitor the planning and delivery of the Reading curriculum. Teachers use the strands in the Programme of Study for English from the National Curriculum (2014) as guidance and Target Tracker targets from Durham County Council to ensure teaching addresses the gaps in children's learning. Appropriate pitch and challenge is planned to enable all pupils to achieve and make good progress.

### **Assessment**

Assessment is ongoing. The staff assess attainment in Reading every term to update the Target Tracker, using evaluations made on their planning and guided reading sessions, written assessments of comprehension and independent learning the children have produced – either written or verbal. We also have a formal test three times a year. Phonics progress is assessed termly. For formal testing within school see the assessment policy.

### **Reading for Pleasure**

Children at Our Lady & Saint Thomas deserve a rich curriculum that encourages a love of literature. All classes share stories or class novels (in their entirety where possible) and are given access to a wide range of texts throughout the curriculum. We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment, because we know that extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement. We have a range of activities which allow parents to take part in sharing texts with their children as well as celebrating events such as World Book Day. Staff have a genuine love for reading themselves and this permeates into classroom practice. Children regularly see staff reading and staff take the time to discuss children's reading material with them. In UKS, it is not unheard of for pupils to lend books to an adult to read on their recommendation! All reading areas in school are planned to be cosy and comfortable in order to draw children in. Texts are presented in a variety of ways which are pleasing to the eye and further reinforce the idea that reading is a pleasurable experience. For those children less likely or willing to engage in reading, teachers will try to engage them through their interests eg in a Y6 classroom there are a range of car magazines for those interested in this subject.

### **Parent/Carers & the Community**

We engage with parents through meetings that demonstrate how we teach reading, including how to read with a child to foster enjoyment. At parents' evenings, staff explain ways in which parents can help their child at home with their reading. Every child has a home/school reading diary and it is the school's expectation that these are used as a dialogue between teachers and parents. Parents may comment on their child's reading and teachers keep parents updated on reading progress. All children are expected to read at home at least four times a week and if this does not happen, staff will contact parents to discuss reasons behind this.

At OLST, we are lucky enough to have a number of volunteer adults who regularly hear children read. Priority is given to those children who rarely read at home. These sessions are purely for enjoyment and practise in order that these children experience the pleasure of reading with someone else.

### **The Impact of COVID 19 Upon Reading in school and at Home.**

Due to the current situation in schools, we do not presently have volunteers in school.

In the current school year, following DFE guidance, our Book areas have had all soft furnishings removed from them and only books themselves are available to the children.

To limit movement of books between home and school, different systems have been put into place which do not require parents to sign a reading record. However, the expectation that parents still read with their child is a high priority.

At KS1 Reading scheme books will still go home with children but will be returned at two key points in the week to allow for quarantining of materials. Children will continue to be heard in school by staff on a regular basis.

At KS2 how we read between home and school has been completely flipped around - this is due to a number of reasons: we do not have enough reading scheme books to allow all children to have them at home and then have them in quarantine. We wish all children to read every night and therefore, we are sending home Reading for Pleasure books which the children have chosen to read. Reading scheme books are kept in school and time when children are handwashing is dedicated to reading time. During this session, the teacher will hear children read. A bonus of this is that children are already telling us they like having their chosen book at home and reading with parents more. Teachers are able to keep a close eye on progress and have easily identified those children in the bottom 20% of readers in each class.

Reading ages of all pupils will be gathered in the first four weeks of the new term. From this we will identify those pupils who require 'Catch-up' tuition or other types of intervention.

### **Equality of Opportunity**

All of our children have equal access to reading provision and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need additional support are identified early and the impact of interventions is carefully monitored. SEND pupils are catered for, and progress is monitored according to their individual support plans.

Children who do not read regularly at home have support put in place to ensure that this happens in school. This support will be delivered by class teachers, teaching assistants, school lunchtime assistants and volunteer readers and will ensure that children meet the expectations of their year group.

### **EAL**

“Catch up” Phonics sessions are provided where necessary for our EAL pupils. Staff liaise with parents to encourage them to enjoy books with their children, asking questions and discussing the book in their home language or in English, supporting their enjoyment of books and their acquisition of English.

### Policy Review

This policy will be reviewed annually.

### Appendices:

1. Type of questions to ask children when reading (+ available on website)
2. Information for parents on supporting your child at home in reading.

### 1. Type of questions to ask children when reading

AF	Fiction	Non-Fiction
	<p>Where does the story take place? When did the story take place? What did the character look like? Where did the character live? Who are the key characters in the book?            What happened in the story?            What kinds of people are in the story?            Find something that interests you from the text.</p>	<p>What is the text text about?            What is the title of the text?            Who is the author of the text?            What kind of things would you expect to see in this book?            Can you find examples of different features of this text type?            Explain something that happened at a specific point in the story?            Explain why you chose that particular part.            Where would you look to find out what a technical word means?            What is on the cover of the book?            What does this tell you about the content inside?</p>
3	<p>If you were going to interview this character/author, which questions would you ask?            Which is your favourite part? Why?            Who would you like to meet most in the story? Why?            What do you think would happen next if the story carried on past the ending of the book?            Who was the storyteller? How do you know?            Predict what you think is going to happen next. Why do you think this?            Is this a place you could visit? Why/why not?            How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise you?</p>	<p>When would you use the contents page in the book?            When would you use the index page in the book?            What sort of person do you think would use this book?            When might someone use this book? Why?            Can you suggest ideas for other sections or chapters to go into the book?            Do you think the author of the book is an ‘expert’ about the topic of the book? Why/why not?            Which parts of the book could help you find the information you need?</p>
4	<p>Were you surprised by the ending? Is it what you expected? Why/why not?            What is the main event of the story? Why do you think this?</p>	<p>Can you find an example of a page you think has an interesting layout? Why did you choose it?            Why have some of the words been written in</p>

	<p>How has the text been organised?  Why do you think authors use short sentences?  How did you think it would end/should end?  Has the author used an unusual layout in the text? If so, describe it and say why you think they did this?  Has the author used a variety of sentence structures?  Has the author put certain words in bold or italic? Why have they done this?</p>	<p>italics?  What are the subheadings for?  Why have some of the words been written in bold?  How does the layout help the reader? What is the purpose of the pictures?  Can you find examples of words which tell you the order of something?  What kind of a text is this? How do you know?</p>
5	<p>Why did the author choose this title?  Do you want to read the rest of the text?  How does the writer encourage you to read the rest of the text?  Can you find some examples of effective description? What makes them effective?  Which part of the story best describes the setting?  Can you find examples of powerful adjectives? What do they tell you about a character or setting?  Can you find examples of powerful adverbs? What do they tell you about a character, their actions or the setting?  Can you find examples of powerful verbs? What do they tell you about a character, their actions or the setting?  Find an example of a word you don't know the meaning of. Using the text around it, what do you think it means?</p>	<p>Why does this book contain technical vocabulary?  Find an example of a technical word. Read the sentence it's in. What do you think it means based on how it's used in the sentence?  Are there any examples of persuasive language?  Why do we need a glossary in a text?</p>
6	<p>Can you think of another story that has a similar theme eg good over evil, weak over strong, wise over foolish?  Why did the author choose this setting?  What makes this a successful story?  What evidence do you have to justify your opinion?  How could the story be improved or changed for the better?  What was the most exciting part of the story? Explain your answer as fully as you can.  What genre is this story? How do you know?  What was the least exciting part of the story? Explain your answer as fully as you can. When the author writes in short sentences, what does this tell you?</p>	<p>Why has the writer written this text? Have you found any of the illustrations, diagrams or pictures useful? Why/why not? Try to explain fully  Why did the writer choose to present the information in the way they did? How could the information be presented better?  What makes this text successful?  Are there any features that it hasn't got? Why do you think it doesn't have them?  Can you think of another text that is similar to this one? What are the similarities and differences between them?</p>
7	<p>Do you know another story, which deals with the same issues eg social, cultural, moral issues?  Have you ever been in a similar situation to a character in the book? What happened?</p>	

	<p>How would you have felt in the same situation?</p> <p>What would you have done differently to the character in a particular situation from the book? How would you feel if you were treated in the same way as the main character?</p> <p>What did the story make you think of?</p> <p>Have you read any other stories that have similar characters to this one? If so, which story was it and what happened?</p> <p>Do you think this book is trying to give the reader a message? If so, what is it?</p>	
--	---	--

## **2. Information for parents on supporting your child at home in reading.**

### **Helping your child with reading**

Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education. It's best to read little and often, so try to put aside some time for it every day.

Think of ways to make reading fun - you want your child to learn how pleasurable books can be. If you're both enjoying talking about the content of a particular page, linger over it for as long as you like.

Books aren't just about reading the words on the page, they can also present new ideas and topics for you and your child to discuss.

### **Tips for helping your child to enjoy books:**

Encourage your child to pretend to 'read' a book before he or she can read words. Visit the library as often as possible - take out CDs and DVDs as well as books. Schedule a regular time for reading - perhaps when you get home from school or just before bed. Buy dual-language books if English isn't your family's first language - you can talk about books and stories, and develop a love for them, in any language. Look for books on topics that you know your child is interested in - maybe dragons, insects, cookery or a certain sport. Make sure that children's books are easily accessible in different rooms around your house.

[http://www.bbc.co.uk/schools/parents/primary\\_support](http://www.bbc.co.uk/schools/parents/primary_support)