

St Peter's Catholic Primary School

Reading Policy



Policy	Reading Policy
Date	March 2023
Date of review	July 2024
Signed Chair of Governors	
Signed Headteacher	<i>Clare Scott</i>

We, the family of St Peter's, united in faith by God strive to learn and grow together to be the best we possibly can every day.

St Peter's Catholic Primary School
Reading Policy

Introduction

At St. Peter's our motto is 'Teach Reading, Change Lives!' This statement perfectly encapsulates our firm belief that learning to read confidently unlocks every opportunity for our children now and in their later lives. Through a sequenced, ambitious and targeted

Reading curriculum our children will learn to read with confidence, fluency and understanding, providing them with the skills required to know more, remember more and do more across all facets of the curriculum. Our core Reading aims are to promote: reading for pleasure, positive attitudes and a wide range of literature, vocabulary and comprehension skills. This is only possible through a strong home and school partnership, which is why we regularly hold Reading workshops, focusing on skills ranging from blending words phonetically to retrieving difficult aspects of a narrative. With a real focus on the bottom 20%, Pupil Premium and EAL we rigorously assess reading as well as support those children who require additional support in any facet of their reading in any key stage. Reading does change lives and we live out our reading motto daily in everything we do here.

Intent

At St. Peter's, our children will learn to read with confidence, fluency and understanding, providing them with the skills required to access the next stage of their learning as well as achieving a lifetime of enjoyment through reading. We believe that the use of high-quality texts within the reading curriculum is essential in engaging and supporting children to become motivated and independent readers. To this end, we use the Centre for Literacy in Primary Education's 'Power of Reading' scheme. The range of texts studied and made accessible to children cover a breadth and variety of genres and formats; ensuring children can experience a full and rich range of reading throughout their primary years. This is only possible through a strong home and school partnership, which is why we regularly hold Reading workshops, focusing on skills ranging from blending words phonetically to retrieving difficult aspects of a narrative. With a real focus on the bottom 20%, Pupil Premium and EAL we rigorously assess reading as well as support those children who require additional support in any facet of their reading in any key stage. Reading does change lives and we live out our reading motto daily in everything we do here.

Aims

- For all of our children, including the bottom 20% of readers, to make outstanding progress
- To promote reading for pleasure across the entire school
- To promote confidence and positive attitudes to reading through access to a wide range of literature across all year groups
- To develop phonetic skills which lead to blending and reading accurately and fluently (see Phonics and Early Reading Policy)
- To broaden our children's vocabulary
- To develop comprehension skills, and enable children to analyse what they read and to participate in discussion and debate about texts
- To foster strong home-school partnerships
- To monitor each child's progress through the use of formative and summative assessments
- To support those children who require additional support with their reading, analysing each group's performance closely within school.

Curriculum

The National Curriculum divides the teaching of reading into two areas:

- Word reading/decoding
- Comprehension

At St. Peter's we recognise that both these elements are essential to successful reading and we support the acquisition of both sets of skills through various strategies along-side quality texts. We recognise that these areas are linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Word Reading

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning this is the understanding that letters represent sounds and this is why the teaching of phonics, alongside other reading strategies, is important in the teaching of early reading. (DfE, 2013, p.14)

Comprehension

Comprehension refers to the understanding of a text. Comprehension skills are drawn from linguistic knowledge e.g. vocabulary, grammar and knowledge of the world. Children develop these skills through exposure to a variety of high-quality texts in a range of genres. Discussions centred on texts, in whole class reading sessions allow children to develop their comprehension skills.

Another area, which is as equally important in reading comprehension, is a language rich environment where children are able to discover the world around them and engage in conversations with adults about their discoveries.

Implementation

Phonics.

At St. Peter's RC Primary School we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching Phonics in Early Years Foundation Stage and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. This process begins in our Nursery.

As a result, all our children are able to tackle any unfamiliar words as they read. At St. Peter's RC Primary School we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects. For more information on this please read our 'Phonics and Early Reading Policy.'

Comprehension in Key Stage 1 and Key Stage 2

At the heart of our successful approach to engage and support children to become motivated and independent readers is our use and wide range of high-quality texts. Children develop their reading comprehension skills during whole class reading lessons. These are based on

a variety of engaging and diverse texts that each class uses with a really clear focus on the key reading skills our children need, in conjunction with the key reading domains. With this in mind, we follow the Literacy Shed's 'Reading VIPERS' scheme, which focuses on the key comprehension skills of the content domains: Vocabulary, Inference, Prediction, Explain, Retrieve and Sequence or Summarise. This is for thirty minutes a day and is taught at the same time throughout Key Stage 2. In these lessons, teachers introduce a high quality text or a high quality excerpt over the course of a week/several weeks, which the children read and complete a variety of reading tasks on. This teaching approach allows children to give and experience deeper responses to texts, in turn supporting their development of inferential understanding from a young age. This also allows our children to engage in 'book talk' and complete creative activities around the text which enhance enjoyment, engagement, reader response and understanding. Some of the creative activities we use here include: hot-seating, conscience alley, responding to illustrations, and role-play.

Teaching and Learning

Reading in Early Years Foundation Stage - Nursery

In Nursery, a love of books is nurtured and developed in a range of ways including sharing high quality texts during group story times and providing exciting opportunities for the children to access and explore books within the environment; both independently and alongside their peers and staff. Children are encouraged to talk about and share their favourite stories, poems, rhymes and songs and incorporate these experiences into their play. Alongside a text-rich environment, the children in Nursery are taught Phase 1 of 'Letters and Sounds'. Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Children in Nursery take home picture books from their class library to share at home.

Reading in Early Years Foundation Stage - Reception

In Reception, the teaching of Little Wandle Letters and Sounds Revised is continued as the children work through Phases 2, 3 and 4. Pupils are taught the letter names and sounds and how to blend and segment to read simple words and sentences. Phonics teaching, whole class story sessions, quiet reading times and opportunities for the children to explore a wide variety of quality texts within the environment all contribute to the understanding that the groups of letters on a page make up words and that these words carry meaning. Children in Reception start to take home wordless books in the autumn term, that they share with family at home. They are encouraged to use the pictorial clues to tell the story. When the class teacher feels they are ready, children are issued with books containing words for them to read at home as well as high frequency and common exception words to practise. Children are heard read each week by an adult and their books are changed regularly.

Word Reading

Pupils are taught to:

- recognise and recall all 44 graphemes; moving children on from oral blending and segmentation
- read and spell some VC, CVC, CVCC, CCVC words
- read and spell some high-frequency 'tricky' (common exception) words
- apply their knowledge of blending and segmenting to read and spell simple two-syllable words and captions

- recognise the letters of the alphabet by shape, name and sound
- recognise and read their name

Comprehension

Pupils are encouraged to:

- follow a story without pictures or props
- listen and respond to ideas expressed by others in conversation or discussion in relation to books
- develop their own narratives and explanations by connecting ideas or events inspired by familiar texts
- answer 'how' and 'why' questions in response to stories
- enjoy an increasing range of books
- know that information can be retrieved from books
- show some understanding of the main elements of a story such as the main character or sequence of events
- work out the meaning when reading aloud simple sentences, sometimes with prompting
- talk about their favourite part of a story
- express likes and dislikes about aspects of a familiar text
- retell a simple story using the main events drawing on the language pattern of the story – e.g. 'Who's been sleeping in my bed?'
- predict words, signs or symbols in narrative – e.g. fill in the missing word when the adult stops reading

Reading in Key Stage 1 - Year 1

During Year 1 pupils build on work from the Early Years Foundation Stage through Phase 5 of Little Wandle Letters and Sounds Revised and their Power of Reading texts. Pupils are taught to sound out and blend unfamiliar words quickly and accurately by using their ever-developing phonic knowledge and skills. The language-rich environment combined with a wide variety of high-quality texts allow children to understand that the letters on a page represent words and promotes and instils a love of reading. Children are heard read each week by an adult and their books are changed twice a week.

Word Reading

Pupils are taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme Phoneme Correspondences) that have been taught
- read age related common exception words, noting unusual correspondences between spelling and sound
- read words containing taught GPCs and *-s, -es, -ing, -ed, -er, and -est*
- read other words of more than one syllable that contain taught GPCs
- read words with contractions e.g. *I'm, I'll* and know the apostrophe represents an omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies
- re-read these books to build up fluency and confidence in word reading.

Comprehension

Pupils are taught to:

- 1. Develop pleasure in reading, motivation to read, vocabulary and understanding by:**
 - listening to and discussing a wide range of poems, stories, not-fiction texts at a level beyond their independent reading level
 - being encouraged identify links between what they have read and their own experiences
 - becoming very familiar with key texts, e.g. *Traditional Tales*, retelling the stories and considering the text's particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems and to recite some by heart
 - discussing word/phrase meanings and linking new meanings to those already known
- 2. Understand both the texts they can already read accurately and fluently and those they listen to by:**
 - drawing on previous knowledge independently or with support
 - checking that the text makes sense by correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of a character's speech or actions
 - predicting what might happen next based on the text read so far
- 3. Participate in discussion about what is read to them, taking turns and listening to what others say.**
- 4. Explain clearly their understanding of what is read to them.**

Reading in Key Stage 1 - Year 2

During Year 2 there is a continued focus on developing pupils' accurate and speedy word reading skills. Pupils are exposed to a wider range of texts and encouraged to discuss these in whole class, group and individual situations. High quality and engaging texts are used in lessons to continue to develop pupils' love of reading. Children are heard read each week by an adult and their books are changed twice a week. In Summer term, Year 2 begin their VIPERS journey and start learning about skills daily, readying them for Key Stage 2.

Word Reading

Pupils are taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes
- read words containing common suffixes
- read age related common exception words, noting unusual correspondences between spelling and sound
- read frequently encountered words quickly and accurately, without overt sounding and blending

- read aloud books that are consistent with their developing phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up fluency and confidence in word reading.

Comprehension

Pupils are taught to:

1. Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction texts at a level beyond their independent reading level
- discussing the sequence of events in books and key pieces of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poems
- discussing and clarifying the meaning of new words and the linking these to know vocabulary
- identifying and discussing their favourite words and phrases
- continuing to build a repertoire of poems learnt by heart, appreciating these and reciting some with the appropriate intonation to ensure the meaning is clear

2. Understand the texts they can read already read accurately and fluently and those they listen to by:

- drawing on previous knowledge or on background information and vocabulary by the teacher
- checking that the text makes sense by correcting inaccurate reading
- answering and asking questions
- making inferences on the basis of a character's speech or actions
- predicting what might happen next based on the text read so far

3. Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.

4. Explain and discuss their understanding of books, poems and other materials, both those that they listen to and those they read for themselves.

Reading in Lower Key Stage 2 - Year 3 and Year 4

At this stage, as the children become more fluent readers the teaching of comprehension begins to take precedent over word teaching. (Where children are not ready for this, please see the Early Reading policy.) The knowledge and skills that pupils need in order to comprehend are very similar at these different ages; therefore the programmes of study for comprehension in Years 3 and 4 are similar. However, the complexity of the theme and

writing increases the level of reading challenge. At St. Peter's, children are exposed to a range and breadth of quality texts, including poetry, play scripts, myths, legends and non-fiction. Children learn about the different conventions for different text types and they are taught how to recognise themes. Children are heard read either from their individual reading book or from the class text and their banded reading books are changed regularly.

Word Reading

Pupils are taught to:

- apply their growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1 of the National Curriculum) to read aloud and to understand the meaning of new words
- read age related exception words, noting the unusual correspondences between spelling and sound

COMPREHENSION

During Power of Reading and VIPERS lessons, pupils are taught to:

1. Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check meaning of that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry e.g. *free verse*, *narrative poetry*

2. Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarizing these identifying how language, structure, and presentation contribute to meaning

3. Retrieve and record information from non-fiction.

4. Participate in discussion about both books that read to them and those they can read for themselves, taking turns and listening to what others say.

Reading in Upper Key Stage 2 - Year 5 and Year 6

By the beginning of Year 5 there is less focus on the teaching of word reading and a growing emphasis on the teaching of comprehension that continues into Year 6. Throughout Upper Key Stage 2 the teaching of word reading becomes focused on new vocabulary and during reading sessions there should be discussion around Vocabulary, Inference, Prediction, Explanation, Retrieve and Summarise. These key reading domains are focused on heavily. As in Lower Key Stage 2 the children in Year 5 and 6 are exposed to a wide range and breadth of quality texts in a variety of genres, both fiction and non-fiction. Children are heard read either from their individual reading book or from the class text and their reading books are changed regularly.

Word Reading

Pupils are taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1 of the National Curriculum) to read aloud and to understand the meaning of new words that they meet.

Comprehension

Pupils are taught to:

1. Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and references books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

2. Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
3. **Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.**
 4. **Distinguish between statements of facts and opinion.**
 5. **Retrieve, record and present information from non-fiction.**
 6. **Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.**
 7. **Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.**
 8. **Provide reasoned justifications for their views.**

Assessment and Outcomes

Throughout Nursery and Reception, children are assessed according to the new Early Years framework. At the end of Reception children are assessed against the Early Years Foundation Stage Profile and their attainment in relation to this is recorded as either 'Emerging' or 'Expected.' In addition, teachers regularly use weekly/termly phonics assessments to track children's developing phonics skills as well as their ability to read common exception words and identify and address any gaps in knowledge. These are provided by Little Wandle.

In Year 1, children are assessed termly in relation to phonics phases. They are also tested on the Year 1 Common Exception Words as documented in the National Curriculum. At the end of Year 1, children complete the Phonics Screening Check which demonstrates if they have met the expected standard in phonics. Children are also informally assessed whenever they are heard read by their teacher. Children begin to complete Reading Comprehension Tests in either Spring or Summer Terms, depending on their reading ability and they are also benchmarked in relation to Little Wandle.

In Year 2, children who did not meet the threshold mark for the Phonics Screening Check continue to have phonics 'Keep-Up' sessions to diminish the difference. Children complete termly Reading Comprehension Tests and are also benchmarked. They are tested on their ability to read the Year 2 Common Exception Words as documented in the National Curriculum. Children are also informally assessed whenever they are heard read by their teacher. In Year 2, children are formally assessed in Reading through the KS1 SATs paper which is combined with teacher knowledge to make an assessment of either 'Working Pre-Key Stage', 'Working Towards the Expected Standard', 'Working At the Expected Standard, or 'Working at Greater Depth within the Expected Standard'.

In Key Stage 2, children complete termly Reading Comprehension Tests and if they are still on a coloured book band, they are benchmarked. They are tested on their ability to read the word lists for their year group as documented in the National Curriculum. Children are also

informally assessed whenever they are heard read by their teacher. In Year 6, children are formally assessed in Reading through the KS2 SATs and are assessed as either: 'Working Pre-Key Stage', 'Working Towards the Expected Standard', 'Working At the Expected Standard, or 'Working at Greater Depth within the Expected Standard'.

Pupil progress meetings between each class teacher and the SLT take place each term, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps.

Opportunities to Develop a Culture of 'Reading for Pleasure'

Reading aloud is a regular part of our school day at St. Peter's. By teacher's reading aloud, it slows written language down and enables children to hear and take in tunes and patterns. It allows children to experience and enjoy stories that they might not otherwise have access to. By reading well-chosen books aloud, our teachers help children to become communities of readers – ensuring that they can share in experiences of a wide repertoire of books and authors that they enjoy and get to know well.

We provide children with frequent opportunities to talk together about the books that they are reading as a whole class. The more experience they have of talking together like this, the better they get at making explicit the meanings that a text holds for them, helping the class as a whole to reach a shared understanding of ideas and issues. Talking about books is supportive to all readers but it is especially empowering for children who find reading difficult. It helps to develop children's confidence in clarifying unknown vocabulary, inferring ideas beyond the text and linking themes across other texts.

Children have access to a wide range of age-appropriate picture books across the primary years. They spend time discussing the pictures and the way they combine with the text to tell the story. Children are given opportunities to respond to texts through drawing. This helps them to begin to articulate their thoughts about what they have read and can help them to analyse the ways in which the writer has used language and images.

All classrooms have attractive Book Areas which provide children with access to a wide range of texts that cover a variety of genres and formats. Children have regular access to their classroom Book Areas and are able to browse, read and review books of their choosing. Our Book Areas are a visible way of promoting a positive ethos for reading for pleasure.

Children participate in whole school celebrations of reading. To celebrate World Book Day, all children across the school study the same picture book for that week and are able to share in the excitement and enjoyment of that text. They also participate in a variety of activities linked to reading across the week.

Throughout the year, children have the opportunity to be 'Reading Buddies'. Our older children and our younger children share books together. We also have a travelling Book Fair visit our school each year, providing children with the opportunity to purchase new books.

We are introducing 'Author of the Term' where each class teacher chooses an author to showcase to their class for that term. They will read some of their books and discuss their style as an author. This will raise the profile of different authors and expose our children to an even wider range of authors and texts throughout their time at St. Peter's.

Parental Involvement

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. They are encouraged to write in their child's reading record, when they have heard them read, to support the communication between home and school. Parents and carers are invited in to read with children in the EYFS and KS1 at different points throughout the year. Various reading activities are also planned to raise the profile of reading and children and families are encouraged to further participate in them at home. Families are encouraged to take part in the local library Summer Reading Challenge each summer. In addition, parents receive guidance from teachers during information meetings at the start of the academic year, as well as opportunities to attend workshops, for example to support phonics in Reception and Year 1.

Monitoring and Review Procedure

The English Leader is responsible for the monitoring of the quality of teaching and learning in reading. This is done in several ways including book looks, learning walks, pupil voice, analysis of data and lesson observations. The work of the English Leader also involves supporting colleagues in the teaching of reading, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Leader meets the subject link governor regularly to discuss the development of Reading in school.

This document was approved and adopted by the governing body

Date_____

Name of Chair of Governors:

Signature of Chair of Governors _____