



St Thomas Aquinas  
Catholic Multi-Academy Trust

# St. Mary's School

## A Catholic Voluntary Academy



### READING POLICY

REVISED September 2019

With Jesus as our guide  
We promise to care for one another  
To work hard  
To build a community in Christ's Love

## Aims:

Children learn best when they enjoy what they are reading.

- Our aim is to provide our children with enjoyable and productive reading experiences and to enable them to be independent and fluent readers.
- To value and use books as a basis for learning, pleasure, talk and play.
- To develop in pupils an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly 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.

### **Our aims and connected provision (some of which are outlined in more detail below)**

- In Foundation Stage children have daily discreet phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.
- Pupils learn to read easily and fluently through daily phonics in Key Stage One, regular reading to adults in school, reading within class and an incentives to read at home.
- Daily phonics sessions for highlighted children throughout Key Stage Two are integral in developing children's knowledge of reading and closing the gaps in children's phonic knowledge.
- Pupils are encouraged to read widely, through our use of diverse and updated supply of class texts, library visits and high quality attractive books in classrooms.
- All pupils are encouraged to take books home to read from the school library.
- In Key Stage Two, Guided Reading sessions focus on a variety of book genres and all aspects of reading, using Assessment Focuses in Reading as a guidance.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read and opportunities to visit the library during lunchtime breaks.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way every term.
- Pupils are exposed to a range of texts from their literacy heritage during their school career
- Key Stage Two pupils who are identified as struggling with reading or making slow progress are given accelerated reading support from the Moving Reading and Writing On scheme.

### **Phonics sessions – FS and KS1**

These are daily sessions which develop the children's understanding of the letters sounds in words in the English language. It is the basis for their development of decoding words

which leads to reading. The sessions are carried out on a daily basis with follow up work on the particular sound being focussed on for homework. Phonics workshops are carried out each year to help give parents an understanding of how phonics is taught and how the children are learning to read.

### **Guided Reading**

Guided reading sessions are timetabled daily in KS1 and KS2. As part of these sessions, children use a wide variety of guided reading books of all genres. From Years 1 – 6, Reciprocal Reading is used to reinforce children's reading skills. From Year 1, children begin to practise the use of some Reciprocal Reading approaches, with development of these approaches as they progress through each year group. The Reciprocal Reading approaches are as follows: summarising, questioning, clarifying, predicting, with a specific focus on inference. We have found that this approach allows children to take ownership of their reading more readily.

### **Whole Class Guided Reading**

At St. Mary's, we also have whole class guided reading sessions where all children in the class are reading the same text, regardless of their reading ability. Each child has a copy of the text and they follow it using a ruler under each line being read while the teacher reads aloud to the class. Reciprocal reading approaches are then used by the teacher to ensure that the children have understood what has been read and to improve their reading comprehension.

### **Whole School Home Reading**

In FS and KS1, books are organised in colour bands to match the appropriate ability of each child. In KS2, children choose a book from the classroom or library to read at home. All children have a reading record book in which parents/carers are encouraged to write a comment, sign and date when they have listened to the child read. All children have access to the school library and their own class libraries.

When children complete the colour banded scheme they become a free reader. This allows children to choose their own books which can be from the classroom library, school library or books they have at home.

### **Individual Reading**

Individual Book-Banded books for 1 to 1 reading are kept outside the classrooms in KS1 and KS2. These are available for use with any of our pupils if the class teacher or the teaching assistant considers them to be suitable for the pupil in reading age and interest level.

As they are continually practising their reading skills, the children should be given the book band level below the one they are on in guided reading. In guided reading the children are learning new skills with their teacher, whereas they are practising those skills at home with their parents and so should have a familiar book.

### **Reading for Enjoyment**

We encourage our children to read frequently and to enjoy a range of different genres. In order to promote a love of reading, we regularly invite authors into school to work with the children.

## **Other Helpers**

We, as a school, encourage parents and volunteers to come into school and read with the children. This can be any kind of reading e.g. informal sharing of favourite books or a firm commitment to help with 1 to 1 reading on a regular basis.

## **Interventions**

In each class, children are listened to reading in guided reading sessions. Should there be concerns over the progression of particular children's reading skills, interventions are put in place to address where the gaps lie. These interventions can be either working more closely on a 1:1 or small group level with a teacher or teaching assistant. We also use Small Steps assessment to see if children have other underlying gaps in their phonic and word recognition knowledge.

In KS2, we identify children who are on the cusp of age related expectations and use Moving Reading and Writing On (MRWO) to help these children achieve their potential. This intervention is carried out three times each week.

In KS1, children receive small group intervention to help with their progression in phonics.

## **Monitoring**

Guided Reading is monitored frequently by the English Subject Leader who will conduct learning walks at regular intervals. There are several reading interventions which take place each year and include close monitoring of progress. Children will be selected for MRWO, extra phonics with CTs and TAs, Right to Read project (University of Loughborough), and 1:1 reading time with volunteers from Loughborough Grammar School and De Lisle College.

## **Assessment**

Reading tests— New Group Reading Tests for Year 2 to Year 6 with some Year 1 children who are able to access them give a reading age for pupils are administered in the Autumn term and the Summer Term. All pupils will be assessed at the beginning of the Autumn Term (September/ October). Analysis will be used to finalise interventions as well as to measure progress.

End of term assessments are carried out by each class to ensure progression in reading for all children.

## **Role of the parent**

We encourage parents to be an active participant in their child's reading.

The school supports the parents by-

- A home school record (FS and KS1)
- Reading parent volunteers.
- Guidance from teachers/teaching assistants.
- Lending library for all children to take books home.

## **Celebrations**

Each year we celebrate World Book Day in the first week of March. The build up to this runs over many weeks and promotes reading and talking about books throughout the school. We also celebrate Roald Dahl day in September. The Book Fair is held at St. Mary's each year, which promotes the importance of reading alongside raising funds for the purchase of books for individual classes and the school library.

**Review**

This policy will be reviewed according to the School Strategic Plan.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_  
November 2019