

St Mary's Catholic Primary School

Bognor Regis



# **Reading Policy**

**Revised November 2024**

**Next Review Summer 2025**

## Teaching of Reading Policy

*“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”*

— Dr. Seuss, *I Can Read with My Eyes Shut!*

### Intent

At St Mary's RC Primary School, we aim to:

- Make reading a priority in school for every child and for the children to be taught systematically to read from the time they start school.
- Develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently
- Help our pupils to develop a lifelong enjoyment of reading taking genuine pleasure from what they read
- Give our children the reading skills they need to access all areas of the curriculum
- Provide a language-rich environment where there are back and forth interactions between children and adults.
- Enable children to access, understand and begin to manage information
- Help children begin to understand the meaning of what they read and what is read to them
- Help children make responses to what they read justifying those responses
- Allow all children to use reading to become immersed in other worlds...both real and imagined!

At St Mary's we consider ourselves a community of readers. Therefore, we expect all adults to model and communicate their love of reading in the following ways:

- Story and rhyme time
- opportunities for silent reading time in KS1 and KS2 (Accelerated Reader time)
- Shared reading in EYFS and KS1
- Guided reading from Year 2
- Choose books carefully so they extend vocabulary, elicit a strong response and engage the children.
- Providing reading areas that inspire our children to read and re-read
- Reading with the individual children who need our support the most.

### Implementation

#### The Teaching of Reading.

Reading is primarily taught using the systematic phonics method but needs a *multi-strategy* approach to understand the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation. The importance of talking to enhance a child's vocabulary and re-reading for meaning and fluency are valued and at the heart of what we do.

Children should:

- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Be taught a range of strategies for reading including:
- Phonic (sounding the letters and blending them together);

- Visual (whole word recognition and analogy with known words);
- Contextual (use of picture and background knowledge);
- Grammatical (which words make sense); These are to be taught during shared and guided reading.






In addition to this, children should:

- Be encouraged to listen attentively;
- Gain awareness of the close links between reading and writing activities.

## **Shared Reading**

In shared reading the teacher's role is to make overt what good readers do and encourage children to be actively involved in reading in the moment. During shared reading the children can access a text which may be challenging to them individually.

Reading skills and strategies should be clearly modelled, and discussion should help children to deeper understanding of the text.

- Stretch the word 
- Segment the word 
- Blend the word 
- Count the sounds within the word 
- Say the whole word 

Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions. During Day 5 of an ELS phonics lesson in EYFS and KS1, time is given over to reading a new book that the children will take home for the next week.

We use a decodable reader that matches the week of teaching. Introduce the story, and use 'Me, then you' to model any harder to read or spell (HRS) words. Any new vocabulary is explained before children read the book in pairs. The text is read before sharing it with your class, so it can be presented in an engaging and meaningful manner.

Model how to read a page with fluency and expression, and then children copy your reading. Shared reading also takes place within the daily English lesson and also through the reading of information texts related to other curriculum areas.

## **Guided Reading**

All ability groups should have a least one guided reading session each week.

Texts should be *carefully selected* at instructional level (aim for 90% accuracy) for the group and plans for each session should reflect a specific teaching focus appropriate to the group.

Structure of a Guided Reading Session:

**Book/Text Introduction** This provides the context for the reading and a focus on vocabulary. Identification of unknown words can be taught through metalinguistics, the context of the text, use of prior knowledge and dictionaries. There is also a chance for predictions based upon initial chapters, blurb or cover. Following the teacher/whole class input, the children are encouraged to answer a range of questions independently/in pairs, before returning to a whole class scenario to compare answers.

**Strategy Check** Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently (for the lowest ability readers). As children gain fluency, more emphasis is placed on the children reading on their own.

**Independent Reading/Reading aloud** Children will read aloud from the text extract then move to read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. This will inform the next steps.

**Returning to the Text** The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

**Follow Up** (May be developed as a separate session during next guided reading session.) An element of the text is used to teach a specific point related to the current reading strategy taught. This might be eg. retrieval, inference, summarising, predicting, explaining.

### **Independent Reading**

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

Children are given a decodable book to take home in Early Years and KS1 once they have completed that week's phonics lessons and learnt new sounds. They are given the book on a Friday and after reading it in class, take it home to be read four times during the week to build confidence and fluency. Additionally, children can take home a book of their choice in Early Years.

KS2 children have accelerated reader books which are given according to their ZPD, which is decided by a Star Reader test each half term. Children who still follow ELS lessons still have accelerated reader books but also a book relating to the sounds taught in ELS that week. This is kept for a week.

### **Book Areas**

These are of tremendous importance. Selecting their own choice of texts is an important part of developing pupil independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences. Reading areas in class have quality texts, with space for the children to show others their favourite books. This encourages the children to re-read books they have read or had read to them.

Throughout the school, children will be given a reading book at an appropriate level to take home, together with a reading record. Children's individual reading at home is monitored by staff and supported by classroom assistants. Each time a child reads at home, a comment should be written in the reading journal. When a new book is given, we insert the name of the book to be read next. Where children do not read regularly at home teachers will arrange for them to read individually at school. At Key Stage 1, home reading record books will be collected 2 to 3 times per week and signed by the classroom assistant to assist the teacher in the monitoring of home/school reading.

At key stage 2, home reading records will be collected weekly and the children are encouraged to use them independently. Reading should not be seen as just a 'school activity'. Children keep a reading journal of books which they have read. In UKS2 children are encouraged to take responsibility for recording their own reading by adding words and phrases they have read that they would like to use in their own writing; noting down any questions their reading brings up and giving opinions about what they have read. Children should have access to a wide range of books including fiction and non-fiction via their reading areas, the libraries and West Sussex Library Service. Reading

Teachers of all age groups should find time to read aloud to their class on a daily basis.

### **The Reading Environment and promoting love of reading**

Classrooms and all school areas should provide a print rich environment to promote the importance of reading. Reading displays form a part of that environment. Examples of such displays may include – book corners, collections

of favourite books attractively displayed, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm.

EYFS reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children are taught in a stimulating environment that is rich in print. The class teachers share books with the class and regularly read stories and rhymes. The children are given an individual reading book to take home from the first week. The teacher reads with the child and encourages reading to take place at home.

### Key Stage 1

Discrete daily phonics lessons take place during the Essential Letters and Sounds sessions. It starts in Early Years and continues into KS1 and for those children in KS2 who need it. (See separate phonics policy).

Library visits are planned for in KS1 and 2 to the local library and the children are introduced to the range of books available by the library staff. These sessions are boosted for the lowest 20% of readers, who go in small groups to have extra sessions.

### **Reading Intervention**

Individual class teachers will devise intervention programmes based on the needs of individual pupils. Children may be assigned 1:1 time or work in small groups based on ILP targets. Consultation with the school SENDCO is essential to ensure children are placed on programmes appropriate to their needs.

### **Conferencing**

Teachers are given time to conference with the children 1:1 during the week, which can involve a focus on reading skills and how they can use these to enhance their writing.

### **Gifted and Talented Pupils**

Challenge for our gifted and talented pupils is provided through careful planning and differentiation. Teaching staff also maintain their own individual class records of achievement in reading. It is vitally important to continue to support and enthuse our Gifted and Talented readers. We do this by challenging them in their reading choices, encouraging them to explore a variety of genres that may not be familiar to them including non-fiction texts such as newspapers and poetry. We have also increased our selection of the highest ZPD books to engage and stretch the best readers.

### **Parental Involvement**

We strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record journals. Parents are invited into school to learn about how reading is taught and developed in the Early Years. Parents will continue to be invited into school to be consulted about any changes with regard to reading. They are also encouraged to help support reading by hearing readers in class. Our school web site provides support for parents wanting to know what and how we teach phonics and reading in school.

Written: January 2022

Revised: November 2024