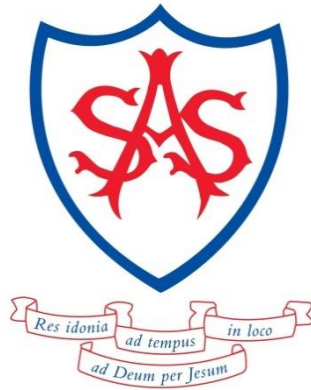




St. Antony's Catholic Primary School

Reading Policy

School Mission Statement

*'God is at the heart of our school.
With the help of our community, we will strive to learn, love and achieve.'*

**Policy Date: Dec 22
Review Date: Dec 23**

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“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” – Dr. Seuss

Purpose and Intent

Here at St Antony’s we have developed an English curriculum that encourages our children to grow a love of Reading, Writing and discussion. Through providing varied learning opportunities, we aim to inspire an appreciation of literature and help them become confident, enthusiastic life-long learners. We believe our children need to follow a clear pathway of progression as they advance through the primary curriculum, developing ‘real-word’ skills many of which links to our ‘Be-Attitudes,’ enabling them, to participate fully as a member of our community.

We have a rigorous and well organised English curriculum that provides many purposeful opportunities that build our children’s Reading and Writing skills. English often links to other areas of the curriculum to enable our children to be fully immersed into the learning which in turns helps them to understand the value and importance of written and verbal communication.

Aims and Principles

This policy aims to:

To provide breadth and depth to our learning within the History curriculum

To establish a firm foundation for lifelong learning and further education

Legislative requirements and non-statutory guidance

This policy is written with reference to:

Early Years and Foundation Stage Statutory Framework

National Curriculum Primary programmes of Study for KS1 and KS2.

Please read in conjunction with our Teaching and Learning, Assessment and Feedback, SEN and Inclusion and Homework policies.

Roles and responsibilities

The governing body

Governors will review this History policy in conjunction with the Headteacher and monitor the policy's effectiveness.

The Headteacher and Senior Leadership Team (SLT)

The Headteacher and SLT will review all curriculum policies and through learning walks, monitoring, discussions with subject leaders and book scrutiny will take a strategic overview of how this policy is being implemented.

Subject Leader: English Lead

Please also see the section on Monitoring and Evaluation below.

Teachers

Ensure that their planning and teaching reflects the practice and procedures outlined within this policy, having regard also to the teaching and learning policy/teacher's handbook.

Procedures and Practice – Curriculum planning

Early Years Foundation Stage

In EYFS, reading is an important feature inside and outside the classroom. We have a range of ways in which we promote reading:

- Book corners that are stimulating and accessible owned and loved by children, indoors and outdoors.
- Using core books to plan for children's interests and class topics
- Children have the opportunity to read to an adult, using phonically decodable reading books
- Having enthusiastic staff who share their excitement of books with children
- Having a range of quality books available in all areas of the classroom
- Having opportunities for independent writing in all areas of the classroom
- Using story props, story sacks, role play areas and displays to enhance core books
- Having well planned, shared reading sessions that all practitioners are confident to take part in
- Opportunities for children to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation
- Involving parents in understanding the importance of early reading through parents' workshops, modelling, newsletters, home shared reading and reading books etc
- Listening to and joining in a variety of genres, for example, non-fiction, poems, audio books, rhymes etc
- Opportunities to retell and to act out stories using props and story maps.
- Children also have 30 minute daily phonics sessions to help them segment and blend words in order to build up their fluency when reading.

Key Stage One

Children in KS1 also have reading at the heart of their curriculum to develop happy, healthy and curious learners who read confidently and independently. Daily 30 minute Phonics lessons (using Read, Write inc) develop the children's decoding and fluency skills and strategies to engage with texts and they develop the ability to segment and blend phoneme/grapheme sounds independently. The children in Year 1 and 2 also have daily whole class reading VIPERS sessions that lasts for 15-20 minutes. A different reading skill is taught by the teacher in order to progress with their reading. These skills are based on the teachers' assessment and the children's next steps.

Key Stage Two

Children in KS2 also have reading at the heart of their curriculum to develop their understanding of texts helping them to access genres and topics of interest to them. Children in Years 3 to 6 take part in daily whole class reading VIPERS sessions that last for 30 minutes. Each reading skill is taught by

the teacher in order to progress with their reading. Please see the information on Whole class reading for further information on how these sessions are taught.

For those children who need additional phonics teaching, this is done on an individual or group basis based on the needs of the child.

Procedures and Practice – Principles of Teaching and Learning

Reading is taught throughout the whole school both discreetly and as an integral part of the school day.

Children will have the opportunity to experience a wide range of good quality texts (both fiction and non-fiction) and are encouraged to respond and reflect on these. They will experience good models of reading and reading discussion, using texts written for a range of purposes.

Books and reading are celebrated throughout the school with inviting book corners and displays to encourage a love of reading. Children are given a variety of incentives to read for pleasure and adults are outstanding role-models for reading.

English lessons are all book based. Teachers use carefully selected, high quality text to deepen understanding, analyse language and inspire writing. Cross curricular links are made wherever possible so that children experience a wide range of text types.

Children will have the following reading experiences daily:

- Phonics lessons in EYS and KS1 using Read, Write inc
- whole class reading (VIPERS)
- quiet reading for pleasure
- listening to books read by an adult (Storytime)
- vocabulary focus

Children will also have the opportunity to read aloud to an adult as appropriate.

Phonics and independent reading books

Pupils are given opportunities through the week to read independently. We use Read, Write inc as our systemic synthetic phonics programme and the books the children take home are carefully matched to the child's phonics knowledge. As part of the weekly timetable, the children will have 3 opportunities to read their books in class and a fourth opportunity to read it at home. This allows for fluency to be developed.

Children in EYFS and KS1 take home three books weekly:

- A phonics book matched to their phonics knowledge (set online on the RWI e-library)
- A RWI Book bag book
- A reading for pleasure book from the library or class book corner

Children in Year 3 and 4, who are considered 'free readers' as they have completed the Read, Write inc phonics programme, will change their books when they have finished them and record their reading in their journals. The children can choose books from a carefully selected list of challenging, age-appropriate titles. These books have been split into two categories Bees and Squirrels. The books in the Bee category are high-interest and allow children to develop their fluency and comprehension further after finishing the phonics programme. The books in the Squirrel category are more challenging texts in terms of vocabulary and content.

Children in Year 5 and 6 choose a book from the class book corner or library and keep a record in their journal.

Whole Class Reading (VIPERS)

Reading sessions take place daily in KS1 and 2. High quality, challenging texts have been chosen and carefully planned learning sequences allow children to become reflective readers and to develop a deep level of understanding. The texts are used to explore a variety of authors and their styles, genres, plots, sentence construction, grammar and vocabulary. The reading of the text should allow

for teacher modelling of reading strategies and expression, as well as giving children the opportunity to take part in the reading of the text.

We, as a school, explore reading through daily VIPERS whole class shared reading sessions as we feel it is the best way to ensure all children are able to increase their vocabulary, understanding and enjoyment of texts. It allows in-depth discussion of high-quality books daily for every child. This is a huge difference to carousel guided reading which will only allow children the chance to discuss a text with an adult once a week. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

VIPERS sessions are taught daily:

- Nursery and Reception sessions are 10 minutes
- Year 1 and 2 are 15-20 minutes
- Year 3-6 are 30 minutes

Outline of the session:

1. The session begins with reading a shared text. This is read by the teacher as a model to show expression and tone. During this reading, the teacher will ask questions to initiate discussions on the focus VIPERS skill that has been chosen for that session.
2. The teacher will then model how to answer an example question. They will verbalise their thinking to the children which allows them to see the whole comprehension process.
3. The children then work either independently or with a partner to answer a similar question using the teacher's model as a guide.
4. The children then complete a range of activities to further develop their understanding the focus VIPERS skill. This could be creating character profile, drama/role play, ranking vocab in order of importance, true or false quizzes, mood graphs, annotating extracts etc.

While VIPERS focus on the comprehension aspect of reading, all children have opportunities throughout the week to develop their decoding skills in small group activities and 1-1 with an adult with the aim for our children to become independent, fluent readers.

English will be embedded across all curriculum areas, for example through:

- using first-hand experience to enrich their writing
- making creative links between areas of study
- reading books, magazines and other reading materials will be available in class book corners, linked to a range of subject areas
- making links between reading materials and what we are learning in other subject areas
- providing diverse opportunities for different genres of writing and audiences making writing more purposeful and (e.g. an advertising leaflet after a trip to an outdoor centre, or a film review after a trip to the cinema)

Procedures and Practice – Assessment

- ❖ Phonics is assessed every 6 weeks. This assessment is form RWI and assess the number of sounds the children know, words that can be blended and read speedily. These assessments determine the RWI group the child will be in for the next cycle.
- ❖ NFER tests are used termly from Year 1 to Year 5 to assess reading comprehension. Year 6 use past SATS papers.
- ❖ Children's journals/reading records are monitored weekly by class teachers.
- ❖ Teachers use a range of formative assessment techniques during whole class reading sessions to assess children's understanding on a daily basis.

Please refer to the Assessment and feedback policy for more guidance and in relation to summative assessments etc.

Please also refer to Reading and Phonics progression documents for year group specific objectives and expectations.

Inclusion and Equal Opportunities

Provision from the class teacher is carefully planned to meet the needs of all pupils. Support staff are included in the plans and they liaise with the class teacher before the session. Teachers and support staff make provision for children to read aloud daily to an adult if appropriate and reading material and other resources which provide support for different needs is available. Where a child can access the whole class texts, careful consideration is given to the differentiation of the tasks set. Where a child cannot access the whole class text a suitable text is chosen at the appropriate level for the individual child.

Additional opportunities and Community Links

Each week, each year group has a new 'Word of the week.' With an aim to build and develop the children's vocabulary, at the start of the week, the children explore the meaning of the word and learn how to use it in different contexts. The children put these words in sentences and one is selected from each class to go into the school Newsletter to share with the whole community.

We have 10 Year 6 Reading Ambassadors who play a vital part in the running of our School Library and leading events such as Storytime at lunchtime with Reception and Key stage 1 and leading whole school reading events and competitions.

Each week, two children and one member of staff writes a book review, recommending one of their favourite books. These reviews are shared with the whole community in the school Newsletter.

We have different members of our Local community who come into school to read with our children such as students from Trinity Catholic High School, parishioners from St Thomas of Canterbury Catholic Church, parents, grandparents and other community members.

We also have a buddy system, where different classes are buddied together and meet up throughout the year to share stories with each other.

Monitoring and Evaluation

The subject leader will take responsibility for monitoring the effectiveness of this policy in school practice on a day to day basis, taking part in monitoring of their subject through learning walks, book scrutinies, moderations and discussions with children and class teachers throughout the year.

They will assess school practice against the aims and objectives set out at the beginning of this policy and provide evidence of the policy in practice. This could take the form of:

- Children's work
- Assessment data
- Observations and learning walks
- Pupil voice

The Head teacher and SLT will meet with subject leaders once a term to evaluate the impact of this policy and identifying actions to remedy any problems arising or address any changes in practice.

This policy is to be reviewed in Dec 23.