

Reading Policy



Our Lady and St. Oswald's Catholic Primary School

APPROVED BY GOVERNORS: May 2022

RESPONSIBLE PERSON: English Co-Ordinator

Reading is one of the most powerful tools of learning both in and out of school. It facilitates independence and allows pupils to share experiences that they may not otherwise encounter. Reading provides opportunities for pupils to gain both understanding and pleasure from a range of texts.

To support them in this we aim to help pupils to:

- Master the basic mechanical skills of reading.
- Read with accuracy, fluency and expression.
- Develop and use higher order reading skills which will contribute to their overall comprehension of texts.
- Understand the value of information texts as an aid to learning.
- Develop a love of literature and an understanding of the pleasure reading can bring.

Using the RWI scheme we aim to teach children from Early Years up to Year 2 to:

- Apply the skill of blending of phonemes in order to read words.
- Segment words into their constituent phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not confirm to regular phonic patterns.

The love of books and language is encouraged from the very beginning of the pupil's school journey. Each class has a book area where the pupils can borrow and share a range of fiction texts and information texts relating to the current class topics. Pupils are encouraged to read at home at least three times a week and information is always available on our school website to offer parents guidance and support.

In key stage one phonics is taught daily with extra catch up sessions for any pupils who may need it. All staff are trained to use the RWI scheme and are confident in delivering this. The majority of key stage two staff have also attended internal training in this area.

In September the Foundation Stage teacher conducts baseline assessments with the new intake of children. She then begins to introduce phonics. When a pupil is beginning to blend Set 1 sounds they are provided with 'Ditty' books that are practised both at school and at home.

Year 1 Phonics Test

The expectation is that all year 1 pupils will pass the phonics test in the summer term. This is completed and recorded to the local authority, retesting any child who does not reach this level, in the following term. The English lead tracks all of the pupils throughout the school, ensuring they receive any further intervention sessions if needed.

Individual Reading Book

All pupils have a reading book that they take home each evening. These books have been carefully selected to ensure that it is matched to the pupils reading age and book band. These are changed at least twice a week and progress is recorded in the pupils reading record.

They are also able to choose a library book from a wide variety of texts. These books are changed weekly.

Whole Class Guided Reading

Daily comprehension sessions happen in each class. The very youngest pupils are encouraged to listen to stories and share their own responses orally. Moving on from this the pupils are required to show their understanding of texts by providing written answers to targeted questions.

Progression and Continuity

Progression and continuity are dependent upon teachers' assessment of present achievement in knowledge, skills and concepts as well as previous learning experience. This knowledge then shapes the planning of future teaching. Each class teacher follows the teaching of phonics and reading in the same way to ensure progression and continuity.

Inclusion

We are committed to providing effective learning opportunities for all pupils. Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs and disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the reading curriculum offered to pupils and in the conduct of staff and pupils.

Assessment, Recording and Reporting

The assessment and recording of literacy is part of the overall assessment of the child and should be seen alongside all the other areas of development. Assessment in English reflects the general principles and procedures laid down in the school's assessment policy. Key elements of our English assessments are:

- Written evaluations in our assessment books.
- Termly PIRA tests to provide reading ages for pupils (this tests both decoding and reading comprehension). Three tests per year to be completed during termly assessment weeks.
- Age related expectations for reading decided on the basis of termly teacher assessment and tracking.
- End of key stage SATs results.

Formal written reports are provided each year and this information is shared with parents. Additionally two other meetings are held each year with parents and carers and pupils (KS2 pupils to attend only) to discuss progress set agreed personalised targets for the forthcoming term.

Enrichment

A love of reading is promoted throughout the school continuously. This is enhanced by a variety of enrichment events that are provided to the children:

- Author visits to school (both in person and virtually).
- World Book Day activities such as quizzes, dress ups, author studies and buddy reading.
- Fund raising events such as sponsored reads in collaboration with our local book shop Booka.

- Visits to our local book shop and the town library for story-time and choosing new books.

Cross-curricular Links

- We recognise the unique position of English as a medium for learning in all areas of the curriculum. Opportunities for children to explore and develop language use in other curriculum areas are identified by teachers at the planning stage.
- Radio, video links and television programmes, computer software, newspapers, comics, photographs and advertisements are all used on a termly basis as outlined in the National Curriculum to ensure pupils receive access to a full range of texts to analyse the way in which language is used for effect with target audiences.
- ICT links are also promoted whenever possible to assist and enhance English skills. These include opportunities for pupils to compose, revise and edit texts as well as use desk-top publishing facilities to improve the presentation of work.
- Specific English software is also available to develop skills such as spelling, interactive reading such as: Nessy and SPAG.
- Access to the Internet is also used within lessons and when appropriate to enhance research skills.

Resources

- The majority of the teaching resources for English are kept in classrooms. These include teaching notes, resource sheets, posters and training materials.
- Big books and sets of texts for guided reading are centrally stored in the library. Supplementary books and guidance materials at appropriate ability levels are stored in individual classrooms.
- A centrally stored library is available for class access to a range of fiction and non-fiction texts that the children can access and loan. The school are also 'Gold' members of the Library services and order books/learning resources in regularly to support with class topics and provide reading material for pupils to access.
- Class collections of books appropriate to age and ability are available within classrooms for reading enjoyment.
- All classes display age appropriate word/phonics walls.
- A regular allocation is devolved each year from school budget for English resources. Decisions are made regarding expenditure in consultation with staff and governors. Priorities are established through review of the school improvement plan, the English development plan and requests from staff. Resources are then purchased on the basis of this information.

Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment and progress across the school and ensure that staff development and performance management promote good quality teaching.

The Governing Body

Governors determine; support and review school policies. They support the aims of the policy by making resources available wherever possible. Governors receive termly reports, which they use for monitoring purposes. The Governing Body delegates the responsibility for implementing policies and guidelines to the Head Teacher and English subject leader.