

# Much Woolton Catholic Primary school

## Reading policy

'With Jesus we love learn and grow'

## The Nature of Reading

Reading is a multi-strategy approach to understanding 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 teaching of reading forms part of the Literacy Primary Framework. We aim to promote high standards of reading through clear progressive planning and effective teaching.

We will share our own enthusiasm for books with the children to inspire them and help them to develop their own reading habit.

## Aims

### Why do we teach Reading?

- It is our aim to develop enthusiastic, confident and critical readers who can understand a wide range of texts.
- To develop children who will read fluently for **pleasure**, interest, information and **enjoyment**.

## Objectives

- To teach children the value and enjoyment of reading by introducing them to a wide variety of texts.
- To teach a range of strategies which will help children make sense of what they read 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 to be taught during shared and guided reading.
- To teach children to reflect on the texts they read.
- To teach skills which will develop pupils' ability to locate and use information effectively.

In June 2012 we introduced the 'Read Write Inc' phonics programme. Children begin their reading journey in the Foundation stage using the 'Read Write Inc. Phonics' programme - which focuses on the lively and vigorous teaching of synthetic phonics. Children learn the 44 common sounds in the English language and how to decode and encode words.

Crucially, they read lively storybooks and Non-fiction books with words they can decode, so they achieve early success in reading. As children are taught to decode and encode, they are also taught to comprehend and to compose out loud. During this period children are taught in ability groups, which are reassessed and wherever necessary, regrouped every 6 weeks.

When children have completed the 'Read Write Inc. Phonics' programme, (at the end of Year 2/ beginning of Year 3), teachers then put all their energy into encouraging children to read widely and often, as well as literature which will enhance their vocabulary growth.

### **Teaching Methods**

This is based on the 5 Ps that underpin all good teaching.

**Praise** - Children learn quickly in a positive climate.

**Pace** - Good pace is essential to the lesson.

**Purpose** - Every part of the lesson has a specific purpose.

**Passion** - This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

**Participation** - A strong feature of R.W.Inc. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

**It is important to remember to never give up! Every child can learn to read if you persevere.**

### **Shared Reading**

In shared reading the teacher's role is to model what good readers do. 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. Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions.

Shared reading should take place within the Literacy Hour and also through the reading of information texts related to other curriculum areas.

### **Guided Reading**

For guided reading the class is divided into groups of no more than 7 children of similar reading ability. Guided reading sessions should take place each week during timetabled reading time.

The text should be carefully selected at instructional level for the group and plans for each session should reflect a specific teaching focus appropriate to the group.

### **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.

From Year 2 onwards there should be timetabled opportunities for periods of silent, focussed reading several times a week. During this time children read silently, complete reading journals or play phonic games.

Children in KS2 should be encouraged to take home a book from the school library. Selecting their own choice of texts is an important part of developing independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences.

In KS1 and, where appropriate in KS2, children will be given a reading book at an appropriate level to take home, together with a reading record. Children's individual reading will be monitored by staff and supported by classroom assistants. Each time a child reads, at home or at school, a comment will be written in the reading record. Where children do not read regularly at home teachers will arrange for them to read individually at school to parent helpers, classroom assistants or older children.

Home reading record books will be collected fortnightly and signed by the class teacher to monitor home/school reading. Rewards will be given for regular reading at home.

Reading should not be seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home.

### **Paired reading**

Across both KS1 and KS2 reading buddies are set up between classes. These are used to stretch children's reading ability and to use children as teachers to encourage younger readers in their reading. This also develops younger readers by using a child to model good reading skills. This is organised at the individual teachers discretion and takes place during lunchtime.

### **Reading Environment**

Classrooms and all school areas should provide a print rich environment. Reading displays should form a part of that environment - library corners, favourite books, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm.

### **In the Foundation stage children will:**

- follow a cross-curricular programme of teaching and learning which is both planned by the teaching staff and self initiated by the children
- follow the Development Matters bands for CLL criteria which flow into the Early Learning Goals
- follow the Primary Strategy objectives for Development matters, which match the goals for CLL and allow for progression onto level 1 of the National Curriculum
- learn to discriminate sounds through sound games and listening activities
- learn rhymes and recognise rhyming words when heard
- share books and stories using props, role play and re-telling
- be encouraged to engage in **Read Write Inc** activities to blend and segment sounds and letters, using a VAK approach, giving them the skills to sound out phonetically regular and irregular words.

- learn a bank of familiar and common words and use these in context to read sentences
- be introduced to guided reading during the Read Write Inc lesson from term 2/3. During which they will be taught discrete reading skills.
- have an appropriately leveled **Oxford Reading Tree** reading book, which is changed each week. Each child will be heard to read at least once per week.
- hear good quality stories and poems
- have the opportunity to read books for enjoyment from the class, school library or their own books from home and also from a wider range of ICT texts.

**In Key Stage One children will:**

- share texts to develop their understanding of different types of text
- continue to develop their phonic knowledge and word recognition through word activities from **Read Write Inc**.
- participate in a guided reading session during the Read Write Inc hour.
- have an appropriately levelled reading book from the **Oxford Reading tree** Scheme that is changed each week.
- be introduced to reading comprehension exercises
- hear good quality stories, poems or a class novel everyday
- have the opportunity to read books for enjoyment from the class or school library and also from a wider range of ICT texts
- read independently to a teacher or LSA once a week. (more frequently for those children who need extra help with reading, are identified as in danger of falling behind or who are SEN).
- begin to take part in a silent reading time - reading for enjoyment during Year 2.

**In Key Stage Two children will:**

- continue to develop their understanding of different types of text
- continue to develop their phonetic knowledge and grammatical understanding through daily words and sentence level work during Read Write Inc lessons (where appropriate) and in Literacy lessons.
- participate in a guided reading session every week/fortnight using the **Pelican or Big Cat** schemes.
- have an appropriately challenging colour banded reading book from the **Kingscourt** Reading scheme, which all readers will change independently, choosing any book from the appropriate colour band.

Where appropriate some children may use the **Kingscourt WildCats** scheme.

- be heard reading their independent reading book by teacher or LSA weekly where possible (more frequently for children with SEN) comments and next step targets should be noted in the individual reading records.
- take their reading books home daily and have their reading record signed by an adult after reading.
- move up to the next colour band after being assessed by the class teacher
- hear good quality stories, poems or a class novel everyday
- have the opportunity to read books for enjoyment from the class, school library or their own books from home and also from a wider range of ICT texts
- be provided with appropriate 'real life' texts e.g. leaflets, newspapers, magazines etc.
- R.W.I. groups will take the form of an intervention during literacy sessions for those children with the greatest need in Year 3. In Year 4/5/6 the 'Fresh Start' Programme

will be implemented as an intervention, with several sessions according throughout the day.

### **Phonics**

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. eg bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

### **Cross Curricular Links**

Children will be encouraged to develop their Literacy skills through ICT. They will have opportunities to access information via the Internet, and on CD-Rom.

It is expected that where possible children will explore other subjects through reading of fiction and non-fiction texts e.g. History, Geography, Science etc.

### **Homework**

Children will be encouraged to read frequently at home with their parents or independently and this will be noted in their Reading Record books.

Children in KS1 and KS2 will be encouraged to complete book reviews.

Book reviews are to be used flexibly with each class and each child according to their individual needs and abilities. No more than two per half term, in line with the homework policy. Therefore it is not necessary for a child to complete a book review before changing each and every book. However, book reviews are incredibly useful and children should be encouraged to complete them on either their school reading book or a book they have enjoyed at home.

When marking book reviews next steps will be given to children to focus upon developing their writing skills and to encourage precise explanation of the book and themes within it.

Other reading activities will be given where appropriate such as Reading comprehension exercises.

### **Equal Opportunities**

Our aim is to encourage children to make good progress in reading through a positive approach that includes **all** children regardless of race, gender, age, or ability.

Our reading schemes and class books reflect our multicultural society to promote positive attitudes to gender, race, disability and age.

### **Able, Gifted and Talented**

Children will have access to challenging texts and their understanding will be extended by the use of Higher Order Questions.

**Assessment and Record Keeping**

Reading will be teacher assessed and tracked as children progress through the Reading Scheme and also through Guided Reading.

In KS2 Formal assessment will take place termly through Optional SATs and Teacher Assessment.

In KS1 formal assessment will take place through SATs and Teacher Assessment.

Individual reading records will be kept by the teacher and LSA. The teacher will keep Guided reading records.

**Read Write Inc Assessment (Foundation stage to Year 3)**

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of her children. The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Each group leader is requested to keep a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered.

Formal assessment is carried out periodically by the R.W.I. manager using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants.

**SEN**

Children with SEN with specific reference to reading will:

- be given appropriate targets on their IEP/ provision map where relevant
- work on IEP/provision map targets with LSA- often each week.
- be encouraged to read as frequently as possible and to read at home
- be introduced to the Wild Cats scheme (KS2)

**Monitoring**

The English Co-ordinator and SMT will undertake monitoring through discussions with Key Stage Teams to assess the effects of the policy on the quality of reading throughout school.

Progress meetings will be used to identify those children who may need extra support. Small groups of pupils may read to the English co-ordinator.

Teacher Assessment inputted to O track will be analysed termly to pin point the need for interventions, to highlight development needs and those individual children who maybe in danger of falling behind. End of year SATs results will also be analysed both sets of data will be used to inform points for development across the whole school.

**Monitoring of Read Write Inc.**

The R.W.I. manager

- tests all KS.1 pupils and designates pupils to the correct groups.
- assigns leaders to groups

- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary models lessons
- attends up-date meetings when they occur and reports back to the R.W.I. group leaders
- speaks with the headteacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.