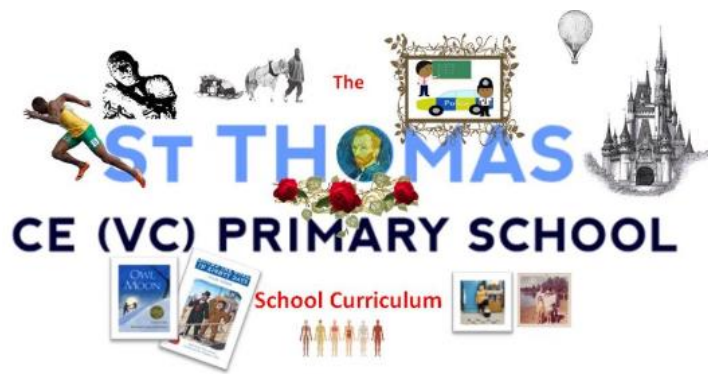


# St Thomas CE (VC) Primary School



## Reading Policy

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<b>Policy to be reviewed on:</b>	<b>April 2022</b>



## Reading

*Subject Policy*

### Reading at St Thomas CE (VC) Primary School

***“If you don’t have the time to read, you don’t have the time (or the tools) to write. Simple as that.” ~ Stephen King.***

#### **Intent:**

***Reading is a key life skill and we strive to embed a culture of reading into the core of what we do.***

***The aims of teaching reading in our school are to develop pupils who:***

- Are happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently.
- Build a wealth of vocabulary that gives them the word power they need to become successful speakers and writers as well as confident readers.
- Develop a lifelong enjoyment of reading taking genuine pleasure from what they read.
- Have the reading skills they need to access all areas of the curriculum.
- Begin to understand the meaning of what they read and what is read to them.
- Make responses to what they read, justifying those responses.
- Are exposed to reading and quality literature that is interwoven into our curriculum through the use of key texts, various genres and famous authors which enhance the variety of exciting topics that we teach.

#### **Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

Where children are working below the national expectation in reading for their age group opportunities are provided for additional support and guidance. The class teacher may identify them for extra daily reading in class working with the support of an adult to develop skills such as on sight word reading, decoding, fluency or comprehension,. Appropriate interventions may also be used to support children’s reading development. These interventions may focus on comprehension, phonic development or reading fluency. We offer Nessy, talk boost, Songbirds phonics and reading friends. 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 individual needs or IEP targets if the pupil is on the SEND register. Challenge for our most able pupils is provided through careful planning and differentiation of independent tasks.

#### **Implementation:**

Reading is a vital skill that will support children’s learning across the whole curriculum. As a school, we will ensure

that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading. Reading is taught regularly, right through school from Nursery. Reading and writing go hand in hand at St Thomas where we follow the Talk For Writing framework right from EYFS. Children have daily English lessons where they carefully study and immerse themselves in the reading over several days, which leads children to writing in that same genre. This is usually during a unit of work lasting a number of weeks. Within each half term we aim to write both a fiction and a non-fiction piece, both of which are linked to the text. Over the unit there will be a balance of shared reading, writing activities as well as incorporated SPAG activities, therefore nothing is stand-alone it is all interwoven together as one. Provision is made for children who require extra support through differentiated class teaching and independent tasks.

### **Reading Schemes**

We have made significant investments in a variety of reading schemes to ensure children have access to a range of texts suited to their own personal interests, whilst also extending their reading ability and confidence. The scheme we mainly follow is the 'Oxford Reading Tree' Individual Reading Scheme, but also supplements with additional books from other schemes (Project X and....). All individual Reading Scheme books are organised in phonic phases for EYFS and Key Stage 1 and levelled colour coded book cases for Key Stage 2.

### **Reading in EYFS:**

The curriculum in the Foundation Stage offers many opportunities to develop the skills required for reading. Speaking and listening are two of the first skills to be focused upon; these are developed through listening to stories, shared reading, role-play, opportunities for talk through continuous provision and Phase 1-4 of the Letters and Sounds phonics scheme. Within both Foundation Stage settings there are dedicated reading areas both indoors and outdoors that promote the love of reading. Within the provision, there are key story props and costumes to allow children the opportunity to retell and act out stories or plays they have been sharing. To develop parental partnerships we invite parents in once a week to access our Reception and Nursery libraries to encourage sharing books together. Reading success is shared via Tapestry, homework and the supply of a phonics sounds pencil case, containing the sounds learned, for them to create their own words at home. Within the EYFS unit every child reads to an adult at least once a week in school, the frequency is dependent on the child's ability and engagement of parents at home.

### **Nursery:**

Children begin their reading journey in Nursery with a huge focus on Communication and Language. Phase 1 phonics begins and this concentrates on developing speaking and listening skills. It has an emphasis on enabling children to become attuned to the sounds around them whilst developing the skills of oral blending and segmenting. During the summer term, in readiness for reception, the children begin to participate in more focused aspects of the Letters and Sounds phonic programme and start learning the phase 2 sounds. In Nursery, this is a time where pupils are given an opportunity to familiarise themselves with books. Pupils learn how to hold a book the right way, how to turn pages, how to explore pictures, and are exposed to hearing stories, all vitally important skills to begin the reading journey. There are books available within many areas of the provision; cooking books in the dough, investigation books in the sand and water, topic related books in the role-play area, dictionaries and sounds in the writing area and maths related books in the maths area. We provide a 10 week intervention with all children called Chatty Bats. It is based around a book over a two week period. We read the story, followed by group intervention time and then look at the story in the provision. Helicopter stories is another approach we use here at St Thomas. This is a method allows communication and literacy skills based on the Storytelling and Story Acting curriculum and enables children to dictate their stories which are written down verbatim, exactly as they are told, by an EYFS or Key Stage 1 practitioner. The children then gather around and the stories are acted out. In nursery every child has a 1:1 reading session individually with an adult. During this time children and adults both share stories, talk about the books they are reading in the provision and children love telling their own stories.

## **Reception:**

Within Reception, reading is taught through both literacy-focused activities based on books and through specific teaching of the Letters and Sounds phonic programme from phases 2-4. Within the provision there is the chance for regular access to the story hub for immersion in stories and weekly reading challenges, linked to the current sounds the children are learning. Throughout the continuous provision, books linked to the topic theme and provision areas are displayed and the children are encouraged to use the books alongside their play and learning. The Talk for Writing framework offers children the opportunity for story ordering, sequencing and creating story and text maps to aid them with their writing. In reception every child has a 1:1 reading session individually with an adult. During these sessions children are heard reading a chosen book from the reading scheme. The reading material is matched to the child's phonic phase, with some degree of difficulty – on any page there should be a couple of words which provide challenge. Children who have been identified as needing support to improve their reading are targeted for additional reading whenever possible. Every child has a reading record and an individual scheme reading book that they take home regularly. Reading at home encourages parental involvement. The book is shared and read with an adult, the reading record signed and then can be changed twice a week on given days. Any parents who do not comply are spoken with to encourage a positive home reading experience. The Autumn term Chatty Bats reading intervention experienced in Nursery continues for those children with Speech, language and communication needs, in addition to those children that lack confidence when communicating or those with a limited of vocabulary.

## **Reading in KS1:**

### **Phonics:**

Phonics is taught across school as a whole class approach for 20 minutes per day. The rationale behind this is to allow more links across the rest of the curriculum, to work towards a more 'keep up, not catch up' approach and to ensure the teachers have a clear knowledge of where all the children are in the class. This allows the teacher to teach directly and assess progress within each session and also to integrate this teaching into daily provision, either in continuous provision or within word level work. Interventions can then be quickly put in place where appropriate. Support staff are used to support small groups of children either within the class or there are some specific groups which, due to their needs, are taught separately. Children receive same day intervention of 20 minutes, where reinforcement is needed for those not yet acquiring the sound. The long term objective is to reduce the amount of children leaving the key stage not secure and to ensure fluency. Year 1 begin in the Autumn term with revision of Phase 3, Letters and Sounds moving onto phase 4 and then teaching at Phase 5. Year 2 begin with a revision of Phase 5 and then move onto Phase 6 using the No Nonsense Spelling scheme, that is used throughout Key Stage 2.

### **Shared Reading**

Within Year 1 the children participate in shared reading sessions. Shared reading sessions involve children being exposed to short vocabulary rich texts where they children can physicalise the text in order to internalise the language and meaning allowing them to fully comprehend what they have read/ listened to securing the foundations blocks for more formal comprehension teaching to be developed later on in the year. As a whole school following the talk for writing approach, it enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared reading and writing to develop the ability in children to write creatively and powerful.

## Reading in KS1 and KS2:

### **Power Reading:**

Children from Year 2 to Year 6 participate in daily power reading sessions for 30 minutes. Power reading is the opportunity for children to constructively apply their reading skills. It enables the children to engage and enjoy reading, understanding the text that they read. Every child has a book that they can access that requires the full application of their reading capabilities. The book is ability appropriate and offers sustainability, fluency and enjoyment. We require the children to read the book from start to finish with a task on completion to demonstrate their understanding.

### **Guided Reading:**

During the power reading session, the teacher and the support assistant both teach a guided group session. An age related book that engages the children is the focus, an objective and content domain chosen on and key questions planned and prepared. This allows the teacher to listen to every child read throughout the week and assess against the National Curriculum objectives. Support staff listen and read with targeted children who require practice with blending and momentum. SEN staff focus this time mainly on fluency for those children who need it.

### **Comprehension:**

The skills of reading comprehension are taught throughout school during a weekly timetabled session from Years 2 to Years 6 following the Rising Stars, Cracking Comprehension Scheme and through daily guided reading sessions. The children in Year 1 begin this scheme in the Summer term in preparation for Year two.

### **Phonics in Key Stage 2**

Any Children that are working well below the national expectations in reading for their age group within Key Stage 2 and have been identified as needing extra support for phonic development are supported with the Songbirds Phonic programme for 20 minutes at least three times per week.

### **Interventions:**

Reading interventions such as Nessy and Talk Boost are provided for children in Year 1 who are deemed to be 'at risk.' Children who narrowly missed out on achieving the phonics screening test in Year 1 follow a catch up phonic intervention programme twice a week during Year 2. The SEN children follow the progress in learning intervention daily with support assistants. Reading friends is another weekly support programme that is offered to all children with Key Stage 1, some children require this as a further intervention and others just for pleasure. Reading Friends are trained volunteers providing reading support in schools. Some are parents/carers or other relatives or community members.

## Reading for Pleasure:

### **Learning Environment**

In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Books are used to enhance displays and corridors to provide reference points for deeper learning. Furthermore, within English lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. Each classroom's reading area is stocked with a rich variety of books based upon the children's interests thus allowing the children to have access to a significant 'library' collection of books of various genres for the children to enjoy. Within the classrooms children have access to various age appropriate question stems linked to the content domains that support with developing reading comprehension these are also referred to as prompts and reminders for adults when listening to children read.

### **Library:**

Our school library is well stocked with a variety of genres, by an array of different authors and covers a wide range of areas of interest. Every class, and every child, has the opportunity to visit the School Library to borrow and explore the books on a weekly basis; the School Library is open at lunch times, where the children in Year 5 and 6 are employed by the schools job shop as librarians. The library is also open on Tuesdays and Thursday after school to allow parents to visit with their children. Within our school we have established a good link with the local library and have had visits there as well as author visits to school, thus promoting the use of a library in our community. In the Summer term, staff from the library visit to deliver an assembly based upon the annual Summer reading challenge to encourage children to read for various rewards.

### **Book Tent:**

In one of our many outside areas, we have a military World War 2 tent that is known as the book tent. The tent is stocked with a vast selection of quality books for the children to purchase. Children who wish to visit the book tent, bring a £1 to school on a Friday, exchange it for a token and this token is used to purchase a book in the tent. The rationale behind this was to allow children to buy books at an affordable price to be able to build up their own reading libraries at home.

### **Story Hub:**

Another one of our outside areas houses the Story Hub, a large, tent-shaped wooden building, built in the grounds of the school site. This is to encourage pupils to be keen readers, talkers and writers. It contains a myriad of objects, for example, an old tin bath, ballet shoes, coloured bottles, a suitcase, a giant chair and a grandfather clock to encourage pupils to talk and writ, in addition to promoting and supporting pupils with reading and story- telling. We have often had visits from actors dressed as characters, such as the giant from Jack and the Beanstalk, to the hub to make the learning even more exciting.

### **Tommy's Book Bingo:**

At St Thomas we promote a whole school reading challenge that is offered to every child in every year group. Each child takes home a reading bingo card for their year group. Some of the squares have been filled with a book that has to read but the majority of squares are free for the children to choose their own books. On the reverse of the card is a list of the recommended age related books. The aim of the bingo is that it takes all year to complete a full house. Some year groups have 30 books to read, however, as the children progress into Key Stage 2 this reduces as the majority of children will be reading longer novels that will take some time to finish. When a line is complete the card is returned to school for a reward from the class teacher. Many of the books are available in the school library and in the book tent.

### **Whole Class Reading:**

Throughout school, whole class reading is implemented, usually at the end of the school day, to promote the love of reading. This is where teachers and support staff read to the children modelling the use of intonation and expression to bring characters to life and to expose the children to a wide range of literature such as stories, poetry and information texts. This helps to extend children's vocabulary and comprehension, as well as support their writing.

### **Impact:**

At St Thomas CE (vc) Primary School, we strive to promote a positive reading culture where books and the love of literature is both celebrated and valued. Reading in our school is progressive and planned to meet the needs of all children. Assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading. At the same time, we provide books to ensure that children read for pleasure and learn to love reading. If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through the following methods:

- Phonics assessment every term;
- Phonics screening results;

- Book band colour / phonic phase
- Formative teacher assessments (O track) through guided reading and English lesson
- Summative assessments each term followed by PPR meetings
- End of Key stage SATs results

### **Leadership and Management**

The subject leader's role is to empower colleagues to teach reading to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Leading by example by modelling lessons or styles of teaching.
- Having a knowledge of the quality of the reading provision across the school and using this to provide a coaching and mentoring role.
- Identifying and acting on development needs of staff members.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.

### **Monitoring and Evaluation**

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning. The school development plan identifies actions intended to raise standards and the reading leader updates and develops this throughout the year with data, monitoring, actions and evaluations. A named member of the governing body is briefed to oversee the teaching and learning of reading and liaises with the subject leader.

### **Partnerships with Parents**

At St Thomas Primary School, we value the importance of parental partnerships in order to provide the best education for their child. Parents are encouraged to listen to their children read regularly at home and able/older readers are expected to read independently at home. Each child from Reception to Year 6 takes a 'reading book' home, this is a book that the children choose supported by a member of staff to ensure that the text is accessible and in line with their reading ability. Parents are asked to comment/sign their children's reading record book every time their child reads at home. During our Parents' Evenings targets are shared and a written report is completed annually in the Summer Term. Homework for the whole school is provided on a 2 weekly cycle basis where there is always a reading task to complete.