



St. Cuthbert's R.C.
Primary School Hartlepool

Reading Policy

Reviewed: - November 2018

Next review: - March 2021

Author: - J M Wilson / F Colley

Reading Policy

Mission Statement

"Let the light of Christ shine in us all."

Introduction

This policy sets out the aims, teaching and organisation of reading at St Cuthbert's Primary School.

We are committed to ensuring that all children have the skills that they need to both read and understand a variety of different texts and foster a love of reading itself.

To achieve this, we offer a wide range of reading experiences, which give opportunities to consolidate their reading skills of:

- Skimming and scanning
- Information retrieval
- Inferring
- Summarising
- Predicting
- Evaluating
- Visualising

These skills are developed in different contexts and across many curriculum areas, especially in RE.

Shared reading - what is it?

Shared reading is when a group or whole class of children join together to share a text. During this time, the teacher's role is both to model reading skills and give opportunities for children to deepen their reading skills. They do this by demonstrating and instructing children on the text as well as discussing what the text is saying. It may involve discussion about the use of language; the way sentences and paragraphs are put together and the meaning of the text. Alongside this, particularly in key stage 1, children are given frequent opportunities to practise their ability to blend words (use their knowledge of letter sounds to read words).

Guided Reading - what is it?

Guided reading takes place in small groups of around six children. All children in years 1 to 6 will have at least one guided reading session each week. Those children who require extra support receive extra guided reading sessions. Children are introduced to guided reading in their reception year.

The children are arranged in ability groups so they can all read a text that is appropriate to their reading skills.

Each group has reading targets that are carefully planned by the teacher. In each session, teachers hear children read, ask challenging questions about the text to extend the children's understanding and focus on comprehension skills.

Assessment of progress

We use a variety of ways to assess children's reading. Most assessment arises from daily teaching. This will then lead on to the next stages of learning. Progress in reading is monitored termly. GL reading assessments are taken in each spring and summer term from year 1 to 6. The results of these tests form part of the teacher assessment. Senior Leaders identify key areas of the curriculum which they believe are crucial to pupil progress. These are called non-negotiable and are important in each year group.

Independent Reading

Parental support

All children are expected to take reading books home and read on a regular basis. Each of our four teams has their own way of managing the change of book system but all children will have a reading record. Parents are asked to support us by completing the reading record and are encouraged to support their child's reading on a daily basis. We do rely on parental support for reading and would ask parents to approach us with any queries in relation to reading at home as it has to be a partnership. St Cuthbert's holds yearly meetings for parents on reading and phonics when children join the school.

EYFS

The children have a home/school reading record book for recording reading. In the first term letters are sent home. In the second or third term words are sent home. Teaching staff listen to individual readers at least twice a week. In addition there is intervention for reading in groups, covering letters and words. In nursery a book loan system operates.

Reading starts when children first enter Nursery. A home/school loan system is available so parents and children can select a picture book and take it home to share. Every day staff share a story (in key worker groups) with children. It is an important time when children can discuss the story, characters and give their own thoughts and ideas about what is being read.

In Reception, children read with a practitioner individually during the week and later in the year they begin taking part in Guided Reading sessions. Children bring home a school reading book and this is accompanied with a home/school reading record book when they first start school. Our independent reading books are phonic based and depending upon the child's ability the phase is matched appropriately. Children take home their books on a daily basis and are encouraged to change their books on a regular basis. Parents have a home reading journal to complete to communicate with staff on their progress.

Year 1 & Year 2

Children take home their books on a daily basis and are encouraged to change their books on a regular basis. Parents have a home reading journal to complete to communicate with staff on their

progress. Those children not managing to read at home four times a week have a quick catch-up session in school.

Teachers and other adults listen to the children read on a regular basis at their own individual levels and comments are made on an individual reading record. Staff comment on the children's reading skills in a guided reading record where progress is assessed against age related expectations and

Daily silent reading of the child's home individual book is also a class routine. Daily phonics ensures decoding skills necessary for fluent reading are taught and applied in reading and writing.

Our independent reading books are phonic based and depending upon the child's ability the phase is matched appropriately.

Year 3

Adults (teachers, teaching assistants and volunteers) listen to the children read on a regular basis at pupils' individual levels. Pupils targeted are pupils who are at "developing" in age related expectations and those who don't read regularly at home. Teaching assistants note the pages read and make comments on the pupil's intervention record. Parent helpers have a separate reading record book. A home school reading record is used for parents and carers to record daily individual reading, the pages read and a comment. Children are expected to read at home four times in a week. Those children not managing to read at home four times a week have a quick catch-up session in school. As a child completes a reading book, the new book is recorded in the class reading file. Comments inform reading levels. Books in our reading scheme are mainly phonic based and are graded according to the child's reading ability.

Reading skills are taught within the literacy curriculum and are planned to include key skills and the assessment foci.

Guided reading happens regularly and is carefully planned to supplement class teaching

Years 4, 5 & 6

Children in years 4/5 and 6 are encouraged to read independently as well as to an adult at home every night. If children do not manage to read every night they have a catch-up session in school. They select reading books from a wide selection in school, which is appropriate to their level. They bring their book into school daily so that their teacher can check on the reading that has been done. After they have read books, they may be asked to complete a review in their school reading record. After a child completes a reading book the new book is recorded in the class reading record.

Special Needs

Children who are not making adequate progress in literacy are put on the SEN register, and an IEP is drawn up to meet their needs. Where appropriate, children are assessed using PIVATs information. Intervention programmes are used in school. 'Letters and Sounds' is the

Key Programme used in Foundation Stage and Key Stage 1. In Key stage 2 teaching assistants are trained in relevant intervention programmes.

Children who are significantly behind age related expectations may be given extra guided reading session or one to one reading with a trained support assistant or parent. Such sessions would be short term and specifically targeted at the individual's reading level.

Method of Delivery

Reading will be taught using the following resources:

- Letters and Sounds (a phonics programme) which is supplemented with Jolly Phonics · High frequency words
- Use of a reading scheme, which is phonics based in Foundation Stage and Key Stage 1 (Floppy Phonics, Songbirds Phonics). Oxford Reading Tree, Oxford Treetops, Rigby Star and Rigby Navigator are also used in school
- Support for Spelling
- A range of general reading books that have been colour coded so children read books appropriate to their ability
- A range of fiction and non - fiction texts

Children progress through our reading scheme at a rate suitable to their individual reading needs. At the end of each stage, a judgement will be made by the teacher as to whether the child will move on to the next stage of the scheme. Once they reach the end of the colour scheme, we give the children free choice reading, where they can choose from a range of more challenging texts. Children are encouraged to choose from a range of books within each colour code to increase their enjoyment of reading.

Teaching Reading in EYFS

Children are also exposed to the beginning of synthetic phonics in Nursery through a variety of aspects:

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmentation

This provides the foundation for future reading skills. When ready children are introduced to letters and sounds in Phase 2.

In Reception practitioners build on the pre skills already taught in Nursery.

Synthetic phonics teaches the following through Phase 2, 3 and 4:

44 sounds or phonemes

19 vowel sounds

25 consonant sounds

By the end of Reception children will have reached the end of Phase 4 phonics from the framework and will be ready to start Phase 5 in Year 1. Intervention is put in place for those children who make slower progress in phonics to close the gap wherever possible.

Reading and Writing are two of the specific learning areas of the EYFS. We want children to develop their understanding and skills through structured play whilst being given opportunities to extend their own learning both indoors and outdoors. Resources are available for the development of Communication and Language, Reading and Writing. Opportunities are available for mark making both inside and outside as soon as our children enter nursery. Daily routines and the environment are used to promote all aspects of language.

Reading and Writing are developed as part of the seven areas of learning. We want to give the children the confidence to have a go and develop their understanding and skills through structured play. Resources are available for the development of Communication and Language, Reading and Writing. Opportunities are available for mark making both inside and outside as soon as our children enter nursery. Daily routines and the environment are used to promote all aspects of language.

From the start of Nursery, children have adult-led activities which are based upon Letters and Sounds, starting at phase one. Phase one activities continue into reception where Phases Two, Three and Four are taught, depending upon the development of the child.

In addition, the school implements The **Talk Matters** project which reinforces the importance of 5 key activities that every child in the early years (from 0 to 5) needs to experience every day (at school and at home) in order for them to become confident readers and writers.

The 5 activities are -

- Talk with me.
- Play with me.
- Share a story with me.
- Listen to me.
- Sing songs and rhymes with me.

Practitioners and parents should use key strategies with a child to encourage interaction that is positive.

The strategies are:

- **Face to face:** Position yourself so that you can respond to the child's attempts at communication.
- **Quality time:** Be available for the child, give them time to respond and show that you are interested.
- **Keep close by:** Being in close proximity to the child is comforting for them.
- **Watch, wait, listen:** Watch what the child is doing and listen carefully to what they are trying to tell you before you respond.

NON-NEGOTIABLES FOR READING

By the end of Reception Year, a child can:

- Anticipate key events and phrases in rhymes and stories.
- Suggest how a story might end.
- Suggest what a story might be about based on the front cover.
- Recognise that text carries meaning.

NON-NEGOTIABLES FOR WRITING

NURSERY

- Use a capital letter at the start of their name.
- Write their name and know all the letters in it.

RECEPTION

Compose and write a simple sentence where letters are formed into recognisable words. Use a capital letter and full stop.

NON-NEGOTIABLES FOR READING Year 1

The child is able to form their own reading of age-related appropriate texts:

- Make simple inferences on the basis of what has been said and done e.g. identifying who is speaking in a story.
- Answer questions about the meaning of parts of text and make comments about the text.
- Predict what might happen on the basis of what has been read so far.
- Use personal experience to respond to texts.
- Show understanding of the literal meaning of the text.

NON-NEGOTIABLES FOR READING Year 2

The child is able to form their own reading of age-related appropriate texts:

- Make inferences from what is said and done e.g. 'she was cross because it says "she stamped her foot".'
- Make inferences based on cause and effect e.g. what has prompted a character's behaviour...
- 'Jack was upset because he dropped the bag of coins.'
- Use personal experience to respond to texts e.g. a response based on what they personally would be feeling rather than feelings of a character in the text.
- Make simple plausible predictions on the basis of what has been read so far e.g. it is going to rain because the clouds are black.
- Show understanding of the literal level of the text.

NON-NEGOTIABLES FOR READING Year 3

The child is able to form their own reading of age-related appropriate texts:

- Make a straightforward inference based on a single point of reference in the text e.g. He was upset because it said "he was crying."
- Respond to texts showing meaning is established at a literal level e.g. 'walking good' means "walking carefully."
- Predict what might happen from details stated e.g. I think he will run away because it says he packed his bag.

NON-NEGOTIABLES FOR READING Year 4

The child is able to form their own reading of age-related appropriate texts:

- Infer characters' feelings, thoughts and motives from their actions and begin to justify with evidence e.g. he wasn't happy there-that's why he ran away.
- Evidence in their own writing shows that the pupil has used the skills of inference e.g. describing a character and writing in role.
- Predict what might happen from details stated and implied e.g. I think he will run away because even though it doesn't say that he doesn't like his brother, there are clues.
- Make attempts to give examples of clues.

Upper Key Stage 2 - Years 5 & 6

NON-NEGOTIABLES FOR READING Year 5

The child is able to form their own reading of age-related appropriate texts:

- Make inferences such as inferring themes, characters' feelings, thoughts and motives from their actions based on evidence across the text and justifying inferences with evidence. e.g. It's all about sadness and how difficult it was for the children when their grandmother passed away.
- Comments make inferences based on evidence from different points from the text e.g. interpreting a character's motive from their actions at different parts of the text.
- Draw a conclusion about a character based on their speech, actions and motives.
- Predict what might happen from detail stated and implied using evidence from different parts of the text.

NON-NEGOTIABLES FOR READING Year 6

The child is able to form their own reading of age-related appropriate texts:

- Make inferences based on detailed evidence across the text and justify inferences with evidence of examples/quotations.
- Make detailed comments based on inferences made from different points within the text e.g. a point plus evidence (example) and explain.
- Predict what might happen from detail stated and implied using evidence from different parts of the text.