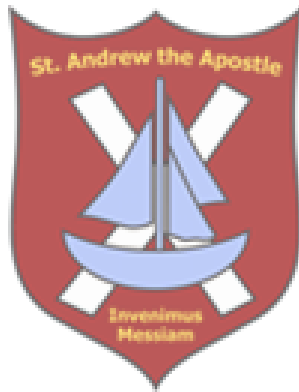


Succeeding Together in Faith and Love

St Andrew the Apostle Catholic Primary School



Reading Policy 2022

Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for their curious young minds.

National Curriculum 2014

Introduction

Here at St Andrew the Apostle we intend to deliver an engaging reading curriculum which develops all pupils' love and appreciation of literature. We believe it is essential that every child, regardless of their ability, will be fluent, confident readers by the time they leave us.

Application

Our reading curriculum begins with rigorous and systematic phonics sessions from EYFS and continues throughout Key Stage One, to develop decoding and word recognition skills through the Read Write Inc scheme. This is all built upon in Key Stage Two by planning well-structured lessons that begin by supporting independence, fluency and understanding in order to develop all pupils' accurate and effortless reading. One scheme we adopt to do this through is Power of Reading, an initiative using quality children's literature and creative teaching approaches. We have carefully selected high quality literature to ignite joy and curiosity in our pupils. We are fully committed to continually developing reading for pleasure, both in school and beyond, therefore we encourage children to read widely and frequently across a range of fiction and non-fiction texts.

The Timetable

- 5 x 60 Read Write Inc sessions
- English lessons following the CLPE's Power of Reading scheme
- Weekly session focused around Reading for Pleasure

Phonics

Pupils are introduced to phonics from Nursery, where they are fully immersed in a weekly sound.

This continues in Reception and is built upon with the teaching of rigorous and systematic Read Write Inc sessions.

Pupils in Year 1 and Year 2 will continue to follow the RWInc scheme until they are able to master the skills of decoding and word recognition within the scheme.

Year 1 also have timetabled phonics afternoon sessions to ensure all children are exposed to sounds that are not taught on the RWInc programme.

Oxford Levels

Once a pupil has moved off RWInc they move on to The Oxford Levels. Pupils follow these levels until becoming free readers - meaning they can choose any book they wish to read as they are now fluent readers.

Reading Plus

Pupils in Year 3 - 6 access online reading comprehensions 2 x 30 minutes weekly. This helps to develop their understanding of what has been read by using an appropriate reading speed to ensure accurate reading.

Power of Reading

We have carefully selected high quality literature to focus on during English lessons from Nursery to Year 6. Each year group will spend one half-term using each text as a stimulus for an enhanced and engaging curriculum that centres around reading from a variety of genres. This includes links to subjects across the curriculum where possible and provides plenty of opportunity to develop Speaking and Listening and Oracy skills.

Reading for Pleasure

We are fully committed to continually developing reading for pleasure, both in school and beyond. We do this in a variety of ways including: timetabled reading, paired class reading, story time, whole school story time, reading ambassadors and champions, the reading celebration area, outdoor reading, book swap parties, book busses and book advent.

Reading Aloud

Pupils on the RWInc and Oxford Level programmes are heard reading on a daily basis. Free readers and those on Accelerated Reading are listened to on a weekly basis.

Teachers read aloud to the pupils daily, through Power of Reading and story time.

Extra Support

Pupils who need extra support in reading from Nursery to Year 6 will be identified by the teacher and supported in class by teachers and HL/TAs. Support will be tailored to each individual and focused on their level of need.

If any pupil from Reception to Year 2 is identified as needing further support, on top of in class support, they will have group or 1:1 sessions with experienced HLTAs, who will adopt a multi-sensory approach to intervention.

Pupils in Year 3 and Year 4 who are identified as needing further support will receive extra intervention from HLTAs. This will happen twice weekly on top of in-class support.

If interventions are running long term, class teachers will initiate discussions with our SENDCo to identify if there are any specific learning needs and how we can overcome them.

Pupils who have been diagnosed with a SpLD that affects their reading are supported through the implementation of their PPP (personalised pupil provision).

Reading Environment

Reading is central to our school life and this can be seen in our reading environment. Each class has a vivid reading corner that welcomes pupil choice with a wide variety of literature to choose from, from a variety of genres.

Books are located all around the school with an array of non-fiction placed by topic in our Enhanced Areas. We also have a Reading Celebration and Enhanced Area that is accessible to all.

Comprehension

When teaching comprehension, we focus on breaking down questions to ensure pupils understand what the question is looking for in terms of an answer. We do this school wide by using VIPERS: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarise/Sequence. Pupils are taught to spot patterns in vocabulary and offer reasoned answers.

Assessment

We continually monitor progress through teacher assessment. Foundations Stage use Good Level of Development observations for ongoing teacher assessment and teachers in Years 1-6 use a number system of 0-3 against the National Curriculum objectives. Pupils in Years 1-6 will also sit a Rising Stars termly assessment which focuses specifically on their comprehension skills.

Home Books

Foundation and Key Stage One pupils take books home on a weekly basis. Pupils who are on the RWInc programme will take a book that is matched to the sound they are currently learning in sessions. Most pupils in Reception to Year 4 have two books at one time. One book that has been chosen for them linking to the reading scheme they follow and one book they choose for themselves and read for pleasure.

Parental Involvement

We aim to offer guidance and support for parents and carers to ensure reading is as prominent at home as it is in school. We do this through home/school reading records. Yearly meetings to support reading strategies and termly reading newsletters offering recommendations and information about reading. Where parental engagement is limited, we ensure pupils have extra reading time in school.

Parent and carers are invited in to school on class parent/carer mornings, where they join in with reading lessons and find out more about reading in school.

Children take part in summer and Christmas reading challenges promoted by Knowsley Library Service. We have yearly visits and advertise opening times to our local library as we want children to be able to engage with a wider selection of books outside of school. We take part in World Book Day, hold book fairs and celebrate achievements with book prizes to ensure every child owns a book.

'Books are the plane, the train and the road. They are the destination and the journey. They are home.'
Anna Quindlen