

St. Andrew the Apostle Catholic Primary School



Reading Policy

Succeeding Together in Faith and Love

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Introduction

In St. Andrew the Apostle Catholic Primary School we offer our pupils the very best reading opportunities. We understand the basic need for word reading and comprehension and therefore use the simple view of reading to guide the teaching of reading across all key stages. We ensure reading is a priority across the whole school community as we know the importance reading has on accessing a full broad and balanced curriculum and our pupil's successes in later life.

Framework

At St. Andrew the Apostle Catholic Primary School, children begin their Reading journey in Nursery and Reception, where they follow Early Years Foundation Stage Profile – (Appendix 2). This framework sets out opportunities to develop reading skills within the 'Literacy' specific area. Links are also made within other areas of the framework.

We continue to follow the English National Curriculum in Key Stage One and Two (Appendix 3).

We follow the phonics programme of Read Write Inc. More details can be found in the Phonics policy (Appendix 4).

Intent

The National Curriculum states that 'Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for their curious young minds'. Here at St. Andrew the Apostle Catholic Primary School we intend to deliver an engaging reading curriculum which develops all children's 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.

To support this consistently throughout the school, we use Key Concepts (Appendix 5), which are introduced in Early Years Foundation Stage and Key Stage One and built upon in Key Stage Two.

Implementation

Our reading curriculum begins with rigorous and systematic phonics sessions from Early Years Foundation Stage and continues throughout Key Stage One, to develop decoding and word recognition skills through the Read Write Inc. programme. This is all built on in Key Stage Two by planning well-structured lessons that begin with supporting independence, fluency and understanding in order to develop all pupil's accurate and effortless reading. One approach we adopt to do this is the CLPE's Power of Reading. We have carefully selected high quality literature to ignite joy and curiosity in our pupils, which can be seen in our Core Reading Long Term Plan (Appendix 1). 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 fiction, non-fiction and poetry.

Impact

Our systematic phonics sessions mean children have strong foundations to build on once pupils start in Reception. Through The Power of Reading, children access cross-curricular links with a plethora of rich, topic related vocabulary. The activities are built upon to develop comprehension skills from Early Years Foundation Stage to Year 6. Reading widely across many genres develops our pupils' knowledge of themselves and the world in which they live. Fostering a love of books throughout the school means children are immersed in the written word and enjoy the fun, challenge and success this brings.

We measure the impact of learning through formative and summative assessment opportunities such as discussion, observations, marking and feedback. Early Years 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, 3, 4 & 5 will sit a Rising Stars termly assessment and pupils in Years 2 & 6 will sit termly SATs practice papers, which both focus specifically on comprehension skills. Year 1 pupils and those pupils in Year 2 who will re-sit the Phonics Screening, will also complete termly practice phonics screening assessments.

Progress is tracked using the online assessment tool Insight and RWI online assessment report.

Attainment is reported to parents on review days and in the yearly report.

Resources

The Long Term Plan sets out topics to be taught. Medium Term Plans have been created in collaboration with class teachers, subject lead and curriculum lead. Teachers will follow these plans to create lessons. Plans and resources will be reviewed by all parties during policy review.

To support teaching we use resources such as:

- CLPE Power of Reading books
- CLPE subscription
- Class library books
- Literacy Shed Plus subscription
- Reading Plus Programme
- Oxford Reading Tree Scheme
- Read Write Inc Scheme

Resources are kept in the Hub and classrooms.

Application

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

RWInc. Sessions take place daily for 40 minutes.

Oxford Levels

Once a pupil has moved off RWInc. they move on to The Oxford Levels to monitor fluency. Children work their way through colour banded books, increasing their fluency, vocabulary and understanding. Pupils follow these levels until becoming 'free readers' – meaning they can choose any book they wish with support from teachers and HL/TAs.

Reading Plus

Pupils in Year 2 - 6 access online reading comprehensions at school and at home. 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 have specific texts to follow as a stimulus for an enhanced and engaging curriculum that centres on 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 fayre and book advent.

Reading Aloud

Pupils on the RWInc. and Oxford Level programmes are heard reading on a daily basis. 'Free readers' 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.

Any pupil from Reception to Year 6 identified as needing further support, on top of in-class support, will have receive daily reading intervention in reading.

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

Pupils who have been diagnosed with a SpLD that effects 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 area 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 multiple Reading Celebrations and Enhanced Areas that are 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 the comprehension strands of vocabulary, inference, prediction, explanation, evidence, retrieval, summarise, sequence. Pupils are taught to spot patterns in text and offer reasoned answers.

Reading Leader Roles and Responsibilities

- Prepare and review policy documents and curriculum plans.
- Promote good practice throughout the school - support and extend good practice among colleagues in classes.
- Encourage staff to provide effective learning opportunities for all pupils.
- Enable pupils to progress in the subject and to have regard to the principles for inclusion.
- Organise and monitor professional development to help colleagues develop their subject expertise.
- Work with staff to co-ordinate the preparation and assimilation of medium term planning throughout school.
- Keep up to date with current developments
- Communicate developments, e.g. through staff meetings and distributing information.
- Monitor and evaluate the effectiveness of the teaching of reading.
- Ensure common standards and formats for recording and assessing.

- Produce reports on the subject in the school, e.g. to governors, in newsletters.
- Audit resources and produce updated lists of books, materials and equipment relevant to the subject.
- Contribute to the school improvement plan including costings and priorities which can help inform the school development plan.
- Be involved in liaison with secondary schools and other primary schools in the area.

Monitoring

Monitoring will take place each year according to the monitoring framework.

Equality, Inclusion and Support

At St. Andrew the Apostle Catholic Primary School we recognise the responsibility to provide a broad and balanced curriculum for all pupils. When planning lessons, teachers will adapt as necessary, to provide relevant and appropriately challenging activities in order to ensure a fully inclusive curriculum. This will ensure all pupils are given equal opportunities to develop their knowledge, skills, understanding and vocabulary. We recognise that the 2010 Equality Act provides a single, consolidated source of discrimination law.

During discussions, care is taken to present both sides of any debate clearly and fairly.

Review

This policy was written by the subject leader and reviewed by the governors of St Andrew the Apostle Catholic Primary School.

Appendix

Appendix 1 – Long Term Plan

Available from school website at:

<https://standrewapostle.co.uk/key-information/curriculum/subjects/reading/>

Appendix 2 -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109972/Early Years Foundation Stage profile 2023 handbook.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109972/Early_Years_Foundation_Stage_profile_2023_handbook.pdf)

Appendix 3 - National Curriculum

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY national curriculum - English 220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

Appendix 4 – Key Concepts

Available from school website at:

<https://standrewapostle.co.uk/key-information/curriculum/subjects/reading/>

Appendix 5 – Progression Map

Available from school website at:

<https://standrewapostle.co.uk/key-information/curriculum/subjects/reading/>