

# READING POLICY

*Together, we learn, love and grow with Jesus*

Written by: I. Parry

To be reviewed: Autumn 2024

# READING POLICY

At St. Jude's Catholic Primary School, we aim to ensure there is a balanced mix of approaches to reading to instil a life-long love of literature, as well as the skills required to read with fluency and accuracy. Through a broad and balanced curriculum, we are determined that every pupil will learn to read, regardless of their background, needs or abilities. Reading is integral in all areas as we know that it opens the door to the whole curriculum.

The organisation of the classroom is essential to promoting interest, independence and enthusiasm as well as the necessary skills, concepts and knowledge to progress. To help promote this we provide:

- An English lead and an Early Reading and phonics lead to oversee teaching and learning, assessment, resources and CPD.
- A fully stocked library which is organised into book categories and abilities to allow easy access for children. From Pre-school to Year 4 each class holds an open library session one afternoon each week after school where parents are invited with their child to choose a book. Year 5 and 6 visit the library during lunchtime. We also run a reading club during lunchtime to promote reading for pleasure. Extra comics/magazines are provided to encourage reluctant readers to attend.
- Interaction between reading, talk and writing during English lessons.
- A dedicated hour session to teach phonics using the Read Write Inc. (RWI) programme from the Summer term in Pre-school to the end of Key Stage 1. High quality resources are available to support letter sound awareness. (see below for more details on RWI)
- Reading lessons timetabled daily for 30 minutes for all children dedicated to developing vocabulary, reading fluency and comprehension skills.
- Opportunities to explore and enjoy poetry and rhymes, through a variety of media such as ICT, PE, music, art as well as poets visiting our school to work with each class.
- A home school reading record to share with parents to comment on the child's learning.
- Carefully selected home school reading books matched to the children's level in the Read Write Inc. programme as well as a book closely matched to their reading band and a book from our school library to share with an adult. In Key Stage Two children will be given a chance to choose their home reading book from a selection of books that is in line with their current reading level in addition to a library book to encourage reading for pleasure.
- Meaningful records that help build up a picture of the child as a reader, identify their strengths, weaknesses and determine the appropriate teaching strategy for individuals. These are then used to inform Target Tracker.
- Enthusiastic staff to share books with the children, making curriculum links through literature.
- Opportunities for reading in all subjects are provided to encourage a broader range of reading and to open the door to the rest of the curriculum.
- Focus on early reading skills in EYFS to build foundations for each child to reach their full potential.

- The opportunity for Year 5 and Year 6 to access Reading Plus and Year 6 to access Learning By Questions (LBQ) to boost their fluency and accuracy as well as their comprehension skills in reading.
- Reading for pleasure takes places on a daily basis in every classroom where the teacher or children read a carefully chosen text. The TA keeps a record of a possible assessment at this time.

### Assessment:

The school's assessment system (Target Tracker) is used as a planning and diagnostic tool to assess pupils in their learning to enable them to make good progress. This is updated on an on-going basis through regular formative and summative assessments. Teachers then use these to inform future planning. Reading is moderated and Reading Journals are monitored by SLT to ensure assessment is accurate and teaching is meeting the needs of all our learners.

Those children who are on the Read Write Inc. programme are taught and assessed reading skills through the RWI programme. The Early Reading and Phonics lead tracks them, ensuring they are grouped accordingly.

### SEND:

Our SEND children follow the 'Progression Steps' as a means of assessment. Through the 'Progression Steps', we are able to identify and record even the smallest of achievements. The steps allow class teachers to tailor our SEND children's learning to ensure it is accessible for them. The progress through the steps is then used by teachers to inform future planning. Progression Steps folders, along with planning and children's books are then monitored by SLT and the SENCo to ensure assessment is accurate and teaching is inclusive and meets the needs of all SEND pupils.

### Reading in the Early Years:

It is crucial that we develop a lifelong love of reading in all our children from the moment they join us here at St Jude's. As a school we understand that having good language and communication skills is the foundation of being able to read and talk about books. That is why we invest time into developing the speech, language and communication skills of all of our children.

In Pre-school, children will learn a variety of songs, rhymes and stories which they will be able to re-tell and share with their friends and families. Adults will model reading to the children and share books with them within their child-initiated play and during adult led activities. A daily phonics session is enjoyed by all children, following the Read Write Inc. programme from the Summer term in Pre-school.

We will continue to model this love of reading when children join us in Reception. In Reception children will have a daily Read, Write Inc. session, which will begin to teach the children to become independent readers this emphasis of phonics teaching supports children's understanding that letters represent sounds in spoken words which then supports the decoding of the printed word.

Throughout child-initiated learning time, children have the opportunity to explore books of their own interest in the reading area which is resourced with high quality texts and resources to encourage reading for pleasure. Books are changed regularly by the children at the School Library to enable ownership over their book corners. We will also have a variety of different books in all areas of our provision to promote reading and to show the children that reading can happen anywhere.

Reading comprehension skills are taught to the children by the teacher through the use of high-quality texts. Throughout each text they share as a class the children will explore the use of vocabulary, how to infer, predict what may happen next, explain why things are happening and then give reasons to why they think this has happened and be able to sequence the main events from a text. This will be done through careful teacher

scaffolding and examples, leading to a point where the children are able to answer these questions independently without any support from an adult.

Reading books linked to our phonics programme are sent home on a weekly basis and home school diaries allow for daily contact. In addition to reading at home, staff in school will also hear children read regularly.

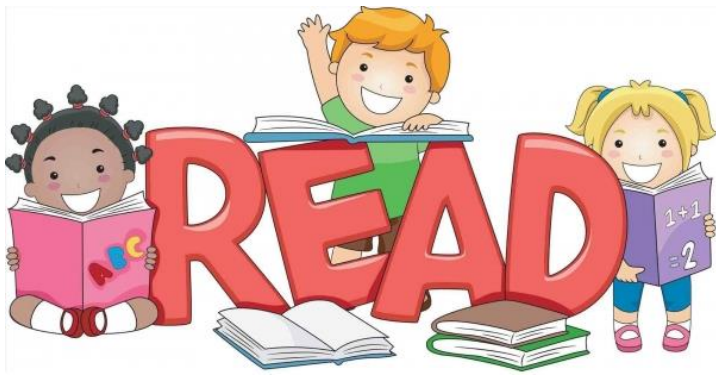
### Reading Lessons

Reading lessons take place in addition to English lessons throughout the school. The structure of a reading lesson will be different throughout the key stages as they are age and ability appropriate. Reading for purpose and pleasure is always the key message. Pupils are guided through ways of developing reading strategies and responding to a text. In EYFS and KS1 decoding is taught using the Read Write Inc programme in addition to a daily comprehension lesson to develop understanding. In KS2, reading lessons incorporate a whole class approach which is tailored to meet the needs of our learners. Children will also apply their comprehension skills to texts read in whole class English sessions.

During the reading element of Read, Write Inc. Children will be guided through books that match their phonic ability. They will have the opportunity to read each book three times, ensuring fluency and then a good level of comprehension. Children will be questioned at various points to check their understanding of the text and any children who find this difficult, will be pin-pointed for additional keep-up time. Comprehension is taught through a shared text each week to develop vocabulary, improve fluency and further develop comprehension strategies.

In KS2 the teacher leads whole class sessions, focusing on developing vocabulary, reading fluency and key reading skills. The children have the opportunity to explore and make links to additional texts and are encouraged to participate in discussions to show their understanding of what they have read. In Year 5 and 6, 'Reading Plus' is used to support wider reading while 'LBQ' is used in Year 6 as an additional reading resource. Children in these year groups will also have access to these programs to work on from home.

**We love  
to**



**Reading opportunities at St. Jude's**

- Reading club – KS1 & KS2 at lunchtime
  - Weekly library visit with parents
  - Reading Plus for Y5 & Y6 children
  - Reading Together at the end of each day
  - Subscription to 'The Week Junior Schools' magazine
- Reading opportunity each morning during early morning work
- Invite parents into phonics and guided reading sessions
  - Read Write Inc. in Early Years and KS1
  - RWI phonics for KS2 children as an intervention
    - YR & Y6 Buddy Reading
    - Daily parent library
      - World Book Day
      - Book Fair
      - Author/poet visits
    - Reading intervention with parents
- Extra reading and phonics sessions within Early Years and KS1 at lunchtime and in the afternoon (direct teaching)
  - Reading opportunities to be made available within topic lessons across all year groups