



READING POLICY
OUR LADY & ST JOSEPH CATHOLIC PRIMARY
SCHOOL

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APPROVED BY:
DATE: 5/5/17
REVIEW DATE: 1/10/17

READING Policy 2017

Mission Statement

With Christ at our Centre, we love, listen and learn.

1. Aims

At Our Lady and St Joseph School we recognise that the attainment of language skills is very important to a child's educational development and so the teaching of all aspects of reading needs to be of a very high standard. Reading is fundamental to a child's relationship with language; it is an essential part of learning. This policy will state how reading is taught, managed and embraced in Our Lady and St Joseph Primary School. It will outline how we deliver the reading elements of the National Curriculum and the Renewed Framework objectives for Foundation Stage.

We aim for every pupil to:

1. Be able to read with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct.
2. Have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.
3. Understand a range of text types in a variety of styles and forms appropriate to the situation.
4. Develop the powers of imagination, inventiveness and critical awareness.
5. Have a suitable technical vocabulary to articulate their responses.
6. Read and write for pleasure.

2. Reading at home

Every child in the school has a home reading records. The children must read for at least 15 minutes a day with an adult from Early Years to KS1. This must be signed each night by a parent or guardian.

In KS2, children on chapter books can read by themselves but must then get a signature from a parent or guardian to say that they have read every day.

If children are in Afterschool Care or Breakfast Club then staff in Afterschool Care/Breakfast Club can sign the children's reading records and parents/guardians do not then need to read again with their child.

Any child in KS2:

- not reading at home
- not getting their Reading Record signed
- not bringing in their reading book or reading record

should then go to a lunchtime catch-up reading club with an LSA in the library. This will be for 15 minutes. If they are already in a reading club then they should go to the catch up reading session the next day.

LSAs take children every day to the library or class library to change their books. They must keep a record in their Reading Record folders of each child. Reading Leader to update Reading Record folder at the beginning of each the year.

If children are persistently not reading at home then this must be brought to the attention of the Reading Leader and parents must then be involved at this stage.

3. Teaching and Learning

We teach reading in Guided Reading sessions, Shared Reading, Phonics sessions, High Frequency words practice and within reading clubs.

a. Phonics

Phonics is taught from Nursery to Year 2.

Early Years and KS1 should have daily Phonics session (20 – 30 minutes) led by the class teacher as a whole class.

The teaching sequence of phonics is:

Nursery - Phase 1

Reception - Phase 2 and 3

Year 1 – Phase 3 – 5

Year 2 – Phase 5 finished by January

If children are in year 3 or above and still do not have phonic knowledge, then interventions will be set up to help those children.

Phonics screening tests set by the DfES will be taken once a year for Year 1. Teachers must prepare the children for the tests. If the children do not pass their phonics screening tests in year 1 they must retake the test the following year after support is given.

b. High Frequency words – Sight words

All high frequency words to be learnt by the end of Year 2. If children reach Year 3 and Year 4 without knowing their high frequency words:

- Interventions should take place to support these children
- These words should be sent home as homework.

c. Guided Reading

Reception

Will take a small group of children (around 6). The children will read a book and be asked comprehension questions.

KS1 – KS2

Guided reading will be used as an intervention to support children who need support. This may be through a teacher or a Teaching Assistant. All adults providing these lessons must be fully trained to do this.

d. Shared reading

Early years

Shared reading is daily. This consists of the children sitting together with the class teacher reading a big book. The children will then be asked many questions about the book to test the children's understanding of the books. This may be done with story props and sight words.

KS1 and KS2

The children have a daily Shared Reading session with their teacher. This could be within Topic, Science, Literacy or RE. This can also be with a shared book the children are reading. The children will read a book/text as a class and then will be asked comprehension questions after to test the children's understanding of the book/text.

4. Extra curricula opportunities.

a. After school and lunchtime clubs

The school has two after school clubs and daily lunchtime clubs. After school clubs will be taken by the School Learning Mentor. Lunchtime clubs will be taken by an LSA. Here the children will take part in different activities to improve their reading.

b. Reading partners

In partnership with the London Stock Exchange some children are selected to read once a week during lunchtime with an adult from the London Stock Exchange. These children read one on one with them in order to read for enjoyment. The children will create stories from the stories they have read and these are compiled into a book for our school library.

5. Planning

Guided reading planning is shared. Plans for Guided reading sessions are in Guided reading packs. Teachers are to use the plans but adjust them to their children.

Shared reading teachers should plan their questions and adapt and move with the children within their lessons.

6. Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.

In our school we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and endeavor to make our assessments purposeful, allowing us to match the correct level work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Short-term assessments are an informal part of every lesson and are closely matched to the teaching objectives. Pupils are given feedback and targets through discussion within their reading sessions.

Medium-term assessments are given to the children every half term. The children will be given a written test at the end of each half term to assess their levels. This assessment should then be used in order to determine the children's next steps in their learning.

Long term assessments are carried out towards the end of the school year when the pupil's attainment is measured against the school and national targets. These will be made through non-statutory Key Stage 1 SATs in Year 2 and Key Stage 2 SATs in Year 6. The Phonics Screening Test will also be taken at the end of year 1 and again in year 2 for those who did not pass the test the first time.

The Reading Leader will also create surveys for both teachers and children to complete to improve the learning and teaching of reading.

7. Training for teachers

Training will be given to teachers teaching Phonics, Guided Reading and Shared Reading. These will be provided through training session and through Bygrove teaching school. These sessions are supportive and will be with a number of teachers from local schools.

Teachers will also be given training with a Literacy consultant and our Reading Leader. This will consist of:

- Modeling sessions to teachers
- Planning with teachers
- Observing teachers to help them improve and continually develop good practices
- Providing feedback to teachers.
- Insets after school with our Reading consultant or our Reading Leader.

This is all done in a supportive way to improve reading.

8. SEN (Special Educational Needs)

Wherever possible we aim to fully include SEN pupils in the daily reading lessons so that they benefit from working with the whole class and by listening and participating with other pupils.

Where necessary teachers will, in consultation with the Special Educational Needs Co-ordinator (SENCO), draw up an Individual Education Plan (IEP) for a child. If a child's needs are particularly severe they will work on an individualised programme written in consultation with the appropriate members of staff.

9. Management

The role of the Reading Leader is to:

- Ensure quality first teaching
- Ensure progress is made by all
- To observe and monitor lessons
- To give feedback to staff
- To identify training needs of staff
- Liaise with outside consultants
- To provide training through a reading consultant and outside organisations
- Work alongside staff to support where required
- Attend relevant courses to be aware of new ideas and practices
- To arrange appropriate INSETs for colleagues
- Be responsible for ordering resources
- Carry out a curriculum review and relay findings to the Governors and staff
- Update the policy document and schemes of work as necessary
- Arrange relevant school trips and extra-curricular activities.

8. Learning environment

All classes should have book corners resourced with books in a quiet area of the class for children to use. Our library is looked after by our LSAs.

9. Evaluation

The Reading policy will be reflected in our practice. This will be monitored and evaluated by the Head Teacher, the Senior Leadership Team, and the Reading Leader in the form of lesson observations, discussions and pupil/teacher surveys on the teaching and learning of reading.

110 Whole School Issues

This policy will be considered annually when updating our School Improvement Plan and Reading Action Plan. INSET will be planned to support Whole School responses and where possible individual professional needs.