

ST ANDREW'S METHODIST PRIMARY SCHOOL



Reading Policy

February 2024

Headteacher

Anne Barker

Chair Of Governing Board

Geoff Jones

Date of Next Review

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

St. Andrew's Methodist Primary School

The intent of our reading curriculum

The National Curriculum states that schools should ensure that all pupils:

- read easily, fluently and with good understanding
- are given chance to develop culturally, emotionally, intellectually, socially and spiritually through reading
- develop the habit of reading widely and often, for both pleasure and information
- it is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education

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Philosophy

At St Andrew's we recognise that reading extends to all aspects of a pupil's life. It is a core aspect of the curriculum where high expectation allows children to '**Strive for excellence, together as one with God**' reflecting our Christian vision. Children become empowered to interpret the world around them and make sense of their experience. We believe reading is the backbone of what and how children learn and will allow them to access a broad and balanced curriculum. We ensure that early reading has high priority in school to ensure no child is left behind. We believe that all aspects of reading are addressed, with opportunity to apply in all subjects. Alongside this, we aim to give children a love and passion for reading, making it something children do naturally and for pleasure.

Aims and Objectives

This policy aims defines the entitlement that all pupils of St Andrew's Methodist Primary school have an education in reading that includes:

- Two dimensions of learning to read: decoding and comprehension
- Offering children a breadth of reading experiences of stories, poetry and non-fiction
- Emphasising the importance of phonics in early reading to develop both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words

Who is the policy applicable to?

All children who attend St Andrew's Methodist Primary School and should be read in conjunction with the English, Phonics, KS2 Guided Reading and Inclusion Policy. It should also be read alongside the reading spines for each year group, including the Poetry and Non-Fiction Spine.

English Subject Leaders

The designated leads for English are Mrs L Gomm and Mrs R Fortune.

Their role in leading reading will be to:

- Train staff in the expectations, pedagogical approaches and inform them of curriculum changes in reading
- Monitor planned learning activities to ensure the activities provide learners with all aspects of reading in the National Curriculum and provide opportunity for progression and adaptive teaching experiences
- Monitor engagement and interaction from pupils
- Ensure effective assessment takes place and to analyse the data across school to ensure extra intervention is being provided effectively
- Organise and lead opportunities to celebrate books and champion reading, e.g. World Book Day, author visits, visits to the local library, Family Learning Workshops, theme or dressing-up days
- Run Scholastic Book Fairs to promote and encourage a love of books amongst the school community
- Resource/audit the books available in school so a wide range of high-quality books can be selected by the children to foster a passion for reading, including those that depict relatable characters and diverse perspectives
- Organise Reading Buddies for Reception – Year 3 to support additional reading aloud opportunities

Implementation of the Curriculum

Teacher expectations for word reading and decoding

Please read the Phonics Policy alongside the information below:

Teachers' responsibilities:

- EYFS and KS1 staff provide daily, synthetic, systematic phonic lessons through the use of Anna Lucas' Supersonic Phonics Programme
- Provide children with an opportunity to read to an adult at least twice in a week in the EYFS and KS1, using books matched appropriately to their phonics ability
- Provide children in Lower Key Stage 2 with an opportunity to read to an adult at least once a week and target children across Key Stage 2 to read weekly, using books matched appropriately to their reading abilities, interests and stamina. Guided reading sessions across Key Stage 2 will allow opportunities for children to read aloud and explore texts further to deepen understanding (see Guided Reading Policy).
- Provide extra reading opportunities and interventions to the target children in their class and use adaptive teaching strategies for children with SEND
- Give children a reading book that matches the sound/sounds they are learning to allow them to practice and consolidate at home/ independently up to their completion of Phase 5 phonics
- Have opportunity to apply phonic knowledge in continuous provision in EYFS and Key Stage 1 as appropriate
- Deliver interactive, stimulating, correctly paced phonic lessons that are differentiated to the child's phonic knowledge in line with the Anna Lucas Supersonic Phonics Programme
- Formally track and record children's phonic knowledge each half term, alongside daily Assessment for Learning strategies

Responsibilities of support staff

- Deliver high-quality phonic sessions and interventions to small groups, under the guidance of the class teacher and SENCO
- Attend relevant training in order to keep their phonics knowledge and pronunciation current
- When listening to children read aloud, reinforce the decoding taught in phonic sessions

Comprehension

Teacher Responsibilities

- Provide a rich diet of fiction, non-fiction and poetry to children
- Deliver daily guided reading lessons from Year 3 upwards (see KS2 Guided Reading Policy)
- Allow children opportunity to read across all areas of the curriculum
- Have 'story time' at least once a day - sharing age-related, inspiring texts
- For all Key Stage 2 classes to have a shared class novel per half-term/term and access to a book corner or area
- Provide a language and literature rich environment
- Promote a love of reading for pleasure and a passion for books
- Identify books and texts that will appeal to their class appropriately – carefully considering the interests and needs of their cohort
- Allow children to discuss books both formally and informally
- Effective use of teaching strategies for reading, including - reading aloud, pupils reading aloud, teacher modelling and explanation and questioning
- Children to access reading material carefully matched to their reading abilities

How will children's learning be assessed?

Assessment is an integral part of teaching and learning and is a continuous process. By following the 'Plan > Teach > Assess' cycle, we strive to make our assessment purposeful. Teachers and teaching assistants continually assess the children through a variety of strategies, allowing the staff to match teaching to the needs of the children.

EYFS

- Children will be assessed through observations in the provision, identifying where they display their reading skills independently, including a weekly *Phonics Challenge*.
- Children in both Nursery and Reception will share a book with an adult (once weekly for Nursery twice weekly for Reception). Informal, teacher judgement will be made assessing children's understanding of a text and their application of phonic knowledge.
- From September 2021, Nursery will be assessed against Nursery 3-4 band

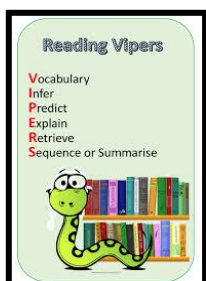
- Reception will be assessed against Reception band, leading in to the Early Learning Goals in June.
- All information will be collated during termly assessment weeks.
- Phonics tracking takes place three times a year, where teachers assess children’s phonetical knowledge through the use of phoneme/grapheme checks, including their abilities when decoding and segmenting and blending. This information follows on into Key Stage 1.
- Children in EYFS take a library book home every week to encourage reading for pleasure and ‘home school links’.

KS1

- Teacher judgement will take place, during 1-1 reading time.
- Teachers will identify the children’s understanding and ability to decode and provide books accordingly. They will ensure that the books match the sound being taught.
- Children will be asked appropriate questions to measure their understanding and comprehension, during shared story time.
- Key questioning aids staff during Phonics lessons, alongside children’s self assessment. For example, they may use the Supersonic Phonics rhyme, “Are we fine or one more time?”
- Phonics tracking takes place three times a year, where teachers assess children’s phonetical knowledge through the use of phoneme/grapheme checks, including their abilities when decoding and segmenting and blending.
- Use of the Salford Reading Test.
- At the end of Year 1, children’s phonic knowledge is assessed via the statutory Phonics Screening Check, which assesses their knowledge of grapheme-phoneme correspondence and their skills in segmenting and blending. For children who do not meet the expected standard, they will repeat the test in the summer term of Year 2.
- Children in KS1 take a library book home every week to encourage reading for pleasure and ‘home school links’.

KS2

- Teacher judgement will take place in the moment through observation, during daily shared reading time and guided reading sessions to inform next steps.
- Reading attainment and progress will be tracked, during termly assessment through summative reading assessments, using the NFER standardised reading tests.
- Use of the Salford Reading Tests.
- End of Key Stage Reading SATs – Year 6.
- Children will be asked questions and given comprehension-based tasks to measure their understanding and comprehension abilities, during shared story time as well as in guided reading books, using the Literacy Shed’s Reading VIPERS designed by Rob Smith.



- Children who are still not fluent, and not able to read Phase 5 words at the end of KS1, will be identified. They will continue to access a phonics programme. This will be assessed in the same format as KS1 (see Phonics Policy).
- Children in LKS2 who are still accessing a phonics programme will be given a reading book matched to their reading stage and access the Phonics Books Catch-Up Readers scheme.
- Children in UPKS2 who need to gain confidence and motivation in their reading or those who need further support with reading skills will access the Oxford Reading Trees Wolf Hill series of books.
- Children who struggle with comprehension and are working at an age below their year group, should be as regularly as possible listened to read by adult.
- Y3 children identified as being target readers will be have a daily reading buddy.
- Based on professional teacher judgement, the children in Key Stage 2 will have access to a 'free reader' from the Key Stage 2 Library – matched appropriately to their reading age & stage.
- Children in KS2 choose a book suited to their reading level from our library to develop independence and an enjoyment of reading.