



## **ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL**

### **Reading Policy**

#### **Mission Statement**

"I called you by your name, you are mine." Isaiah 43

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds.

We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

#### **Equality Statement**

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for children with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

**This policy was revised June 2021**

**The policy is to be reviewed June 2022**

## Aims for Reading Policy

Reading is closely linked with writing with the two activities reinforcing each other.

Children become successful readers by using a range of strategies to get to the meaning of the text.

The school aims to develop literate children who:

- Love reading and who get excited about the potential offered by books.
- Have the opportunity to listen to stories every day (read and oral) and can understand the relevance of story within their lives.
- Enjoy sharing their reading with their parents/carers.
- Read with confidence, fluency and understanding, orchestrating a range of independent strategies to self monitor and correct.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Understand the sound and spelling system and use this to read accurately.
- Have an interest in a wide range of texts and read for enjoyment and information.
- Have an interest in words and their meaning.
- Develop higher order reading skills, enabling the use of inference and deduction.
- Understand a range of text types and genres.
- Evaluate and justify their preferences.
- Develop powers of imagination, inventiveness and critical awareness.

**Alongside teaching children to acquire the skills they need in order to read; the school will also aim to develop children's understanding of what they are reading through:**

- Recall and literal understanding
- Developing inference skills
- Identify and understand a range of vocabulary in context
- Ensuring children can make connections when reading
- Encouraging reading in order to learn
- Teach the full range of reading strategies including: phonic knowledge (visual information) grammatical knowledge (structural information) word recognition and graphic knowledge (visual information) contextual knowledge (meaning)
- Monitor their reading and correct their own mistakes during shared, guided and independent reading sessions.

## **Approaches to Reading**

In addition and alongside the systematic approach outlined above the school develops children's ability to read and to develop a love of reading through a combination of approaches and these can be broadly identified as direct teaching,

- Modelling and promotion.
- Using 'Talk For Writing' approaches to enable oral and written story telling
- Encouraging book talk
- Introducing authors as role models
- Sharing books together as a whole class or in groups
- Locating reading in the wider curriculum
- Daily Guided and shared reading in groups with teachers and TAs
- Having a 'reading corner' in each classroom
- Promoting the use of the school library, which is at the heart of the School.
- Visits to the local library to access and loan a range of books including topic book boxes for the class reading corner.
- We have playground librarians who select and put books outside on the playground during break and lunch times daily. This encourages children to read for pleasure during their breaks.
- Supporting parents and encourage them to read to and with their children at home
- Buster's Book Club initiative is promoted throughout the school to encourage reading at home
- All adults in school modeling positive attitudes to reading
- Each class have a 'class novel' to encourage pleasure for reading and an opportunity to explore books beyond their age reading ability and we are model book talk and use of vocabulary.
- Power for Reading initiative promotes the use of good quality texts within the Literacy lesson, sharing and engaging in these with the children.

## **Teaching strategies**

We aim to provide high levels of motivation and active participation for our children at all ages. All of the teaching, non-teaching staff and volunteers understand the school's vision and aims with regard to the teaching of reading, and the prompts/strategies needed to support the child's next steps. The teaching of reading and the strategies used by the teachers in each year group varies as the children progress through the school.

## **Foundation stage**

- When deemed appropriate, the teacher will provide every child with a reading/sharing book and a reading home/school diary (signed weekly by the class teacher).

- A record of the book is taken and teacher/TA monitor the frequency books are being changed. Teacher's regularly monitor the children's current book boxes and progress them when required.
- All receive a daily phonics session
- Children's attainment and progress in phonics is monitored regularly using sound checklists and flashcards. This is recorded and used to plan future learning and interventions/groupings.
- Shared reading takes place - using picture books, big books and inter-active white board programmes
- Daily Guided Reading session - on a weekly basis the children have the opportunity to take part in a shared reading experience in a small group guided by the teacher. Comments from the teacher are recorded in each child's contact book to inform the parents about their guided session that day
- Parents are requested to always encourage the children to read and to write positive comments in the reading diary
- School library - opportunity to change books weekly
- Opportunities to visit the local library - each class will have the opportunity to walk to our local library to loan books and listen to stories. These links with the library include visits from librarians to school for visits and making up topic boxes of books for classes.
- Each class have a 'class novel/story time' to encourage reading for pleasure and an opportunity to explore books beyond their age reading ability and we are model book talk and use of vocabulary.

### **Key stage 1**

- The teacher will provide every child with a reading book and a reading home/school diary (signed weekly by the class teacher).
- A record of the book is taken and teacher/TA monitor the frequency books are being changed. Teacher's regularly monitor the children's current book boxes and progress them when required.
- Daily Phonics session up to Phase 5.
- Individual reading - Individual reading is targeted at certain children who need more support/boosting. Other children outside of this group are listened to by either a teacher, TA, or volunteer.
- Shared reading - big books, enlarged texts, inter-active white boards are used by the teacher to support reading development
- Daily Guided Reading session - on a weekly basis the children have the opportunity to take part in a shared reading experience in a small group guided by the teacher. Comments from the teacher are recorded in each child's contact book to inform the parents about their guided session that day
- Modelled reading - The teacher will model to the children different strategies to decode, read and understand a text.
- The teacher analyses assessments to assess appropriate strategies/prompts to ensure next steps in learning

- Reading aloud - children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children also hear stories read aloud by the teacher
- Parents are requested to always encourage the children to read and to write positive comments in the reading diary
- School library - opportunity to change books weekly
- Opportunities to visit the local library - each class will have the opportunity to walk to our local library to loan books and listen to stories. These links with the library include visits from librarians to school for visits and making up topic boxes of books for classes.
- Each class have a 'class novel/story time' to encourage reading for pleasure and an opportunity to explore books beyond their age reading ability and we are model book talk and use of vocabulary.

### **Key stage 2**

- The teacher will provide a reading book and a reading home/school diary (signed weekly by the class teacher).
- Reading Books - children are given the opportunity to change their reading books when required. This is monitored by the teacher to ensure a child is actively reading their book and understanding their reading.
- A record of the book is taken and teacher/TA monitor the frequency books are being changed. The teacher is responsible for progressing their book box when required.
- Parents are encouraged to listen to their children read and discuss the text as homework, recording together the book read and commenting in their contact book.
- Individual Reading - Individual reading is targeted at certain children who need more support/boosting. Other children outside of this group are listened to by either a teacher, TA, or volunteer.
- Modelled reading - Specific reading skills are taught using a whole class text.
- Daily Guided Reading session - on a weekly basis the children have the opportunity to take part in a shared reading experience in a small group guided by the teacher. Comments from the teacher are recorded in each child's contact book to inform the parents about their guided session that day
- Reading aloud - children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text.
- Key Stage 2 - streamed phonic booster groups- for children who need support in Phonic Phases (Year 3 and 4)
- School library - opportunity to change books weekly
- Opportunities to visit the local library - each class will have the opportunity to walk to our local library to loan books and listen to

stories. These links with the library include visits from librarians to school for visits and making up topic boxes of books for classes.

- Each class have a 'class novel/story time' to encourage reading for pleasure and an opportunity to explore books beyond their age reading ability and we are model book talk and use of vocabulary.

## **Schemes and Initiatives**

### **Buster's Book Club**

This scheme is part of the KM Charity team and is designed to promote a love and excitement for home reading. Alongside parents and carers we encourage the children to meet and exceed a weekly reading target. Every Wednesday night, all children are encouraged to take part in reading independently or alongside an adult to meet or exceed their target (Year R and 1 - 10 minutes, Year 2 and 3 - 15 minutes, Year 4, 5 and 6 - 20 minutes). Parents/Carers are then asked to record their minutes on their bookmark ready for collection. On a Thursday, Buster's Book Club monitors in school collect the data from each class including how many have met their target, how many have exceeded their target and the total reading minutes of the class. This is all inputted online to the KM Charity team and is used to choose a class of the week. This is then shared each week in Friday's celebration assembly where the trophy is awarded to that class; it is also recorded in the school newsletter. Children have the opportunity to earn prizes and badges for their achievements.

### **Read and Respond**

This scheme has been purchased to further reinforce the guided reading sessions. It provides good quality texts for the children to read and discuss with their teacher during the guided reading session. The teacher book provides discussion points, extracts and activities related to the book to further enhance their reading experience.

### **Power of Reading**

The 'Power for Reading' initiative from the CLPE (Centre for Literacy in Primary Education) provides planning around good quality narrative texts from Year R-Y6. All teachers have access to a school log in where they can access teaching sequences/planning, resources, book ideas and ideas for the classroom environment. These teaching sequences are used to support planning and engage children in developing Literacy skills alongside good quality texts.

### **Big Cat Collins**

The Big Cat Collins provide clear and consistent resourcing for Guided Reading sessions. The teacher guide provides comprehensive Teacher Led guided reading lesson plans including key questions to ask throughout the session. All classes have a teacher guide, log in to the online portal and a

range of children's books linked to the teacher guide. Guided Reading planning should predominantly follow the Big Cat Collins scheme to inform and support the delivery of daily guided reading sessions. The online portal should then be accessed to plan meaningful follow up Reading Journal activities for all children.

### **Nessy**

Nessy is an online subscription that children who require support for reading and spelling can access via a personal login. These children are identified from assessments and classroom teaching by the class teacher, SENDCO and SLT following pupil progress meetings. The children have access to Nessy daily and can also log in from home.

### **Assessment and record keeping**

The children are assessed using the National Curriculum objectives. In Year 2 and 6 the children are assessed using SATs tests as part of the statutory end of Key Stage requirements. The whole school undertake assessments every 6 weeks using the Rising Stars assessments, the teacher then analyses this data to inform interventions (provision mapping) and planning. This data is shared with SLT members during pupil progress meetings, 6 times per year.

The data from these assessments is used to:

- Provision map the needs of the class including SEN, Class action and G&T children
- Group the children
- Identify the most able children to ensure provision on extension/enrichment work
- Through assessment and dialogue with the children reading targets are set, these are also shared with parents. The class teacher and child review these targets three times per year. This review is shared with the parents alongside their new target.

### **Working in partnership with parents**

The teaching of reading is greatly helped if there is strong communication and support between home and school. Parents are invited via the school newsletter to come into school and listen to children read during 'Family Reading Buddies'. We also encourage parents to work alongside their child to take part in our whole school initiative of Buster's Book Club and achieve or exceed weekly reading targets. We communicate guided reading comments weekly in the children's contact books and encourage comments about home reading.

### **Special Educational Needs**

At St. Augustine of Canterbury, we endeavour to enable all children to access the curriculum at their own level. It is the responsibility of the class

teacher to identify and to differentiate planning as appropriate, including provision for SEN and more able children. Class teachers work closely with teaching assistants and the SENDCO (Mrs Angela Liggins) to ensure children are working towards their individual targets and plans.

### **More Able and Talented Children**

At St. Augustine of Canterbury, we have high expectations and expect all teachers to differentiate for all abilities, including challenging the more able child. Class teachers may seek advice from the More Able and Talented coordinator (Mrs. A Liggins) to plan appropriately. (Please refer to the More Able and Talented policy)

### **Equal Opportunities**

At St Augustine of Canterbury, we endeavor to enable all children to access the curriculum irrespective of gender, race, religious beliefs, ability or disability. We believe that the children in our care are a gift from God, and as such it is our special duty to equip them with tools for life. We strive to educate all children in accordance with our Mission Statement. (Please refer to the Equal Opportunities Policy).

### **The Governing Body**

Regular reports are made to the governors in curriculum committee meetings on the progress of English provision. The governor for Literacy is Mr. Clive Mailing.

### **The Role of the Subject Leaders**

It is the role of Mrs. Amy Bowden, the Literacy subject leader to:

- Monitor the planning, teaching and assessment of literacy throughout the school.
- Support staff in the planning and delivery of literacy sessions
- Attend INSET and ensure all staff remain up to date with current literacy teaching, including the New Primary Framework developments and interventions.
- Identify resource needs
- Be aware of any Health and Safety issues within literacy.

Amy Bowden - June 2021