

St. Aidan's R.C. Primary School

Reading Policy



Intent

We want children at St. Aidan's to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for pleasure and information
- acquire a wide vocabulary
- appreciate our rich and varied heritage
- elaborate and explain clearly their understanding to others

How is reading taught at St. Aidan's?

Reading at St. Aidan's consists of two dimensions (as stipulated in the National Curriculum): word reading and comprehension.

Skilled word reading involves the speedy working out of the pronunciation of **unfamiliar** printed words (decoding) and the speedy recognition of **familiar** printed words. Children need to be taught that letters on a page represent sounds in spoken words. There is an emphasis on the teaching in of sounds in Reception and Key Stage 1 however this will continue through school where and when needed for individual pupils.

Effective comprehension of a text will draw from linguistic knowledge (vocabulary and grammar) and from knowledge of the world. At St. Aidan's, we aim to develop pupils' comprehension skills through high quality discussion of a range of stories, poems and non-fiction texts.

Children are encouraged and steered towards read widely across both fiction and non-fiction to develop knowledge of themselves and the world around them, establish an appreciation of reading and also to gain knowledge across the curriculum.

We aim to increase pupils' vocabulary by reading widely as this provide opportunities to encounter words they would rarely hear or use in their everyday life.

Our reading curriculum is designed to stimulate our pupils' imaginations and fill them with curiosity about the world. We aim to enable pupils to acquire the reading skills needed to be able to take advantage of opportunities, responsibilities and experiences in later life.

Links across subjects were established to help deliver the reading curriculum effectively in a way that will engage the children and stimulate interest. Through group and class discussions, our reading curriculum aims to provide children with

St. Aidan's R.C. Primary School

Reading Policy



skills and knowledge that can be drawn upon in later life across a range of social situations.

Implementation

Reading is taught through regular guided reading and comprehension lessons where children are taught to use and apply the skills of reading. Children are also heard reading individually.

Classes have a timetabled story time at the end of most school days. They listen to a range of books, the majority of these are the core reading books for their year group. It is the expectation that by the end of each academic year children will have a knowledge and understanding of 15 core reading books, chosen specifically for that year group.

New parents in Reception class are provided with guides to the teaching of sound and reading to help them support their children during the early stages of reading. These guides are available to all via the school website.

Organisation and Delivery of the Reading Curriculum

Teachers produce a long-term plan, medium term and weekly plans to give a developing overview of the genre being studied and the texts used.

Impact

Reading skills are taught, they are practised and they are repeated and revisited. This enables our children to develop deep understanding so they can use and apply skills taught in reading across all subjects at the same high standard as they do in the specific reading lessons.

Monitoring and Evaluating Reading

Teaching and learning are monitored through planning and assessment scrutiny, lesson observations, work scrutiny and through talking to the children within lessons. Data reviews of Year 2 and Year 6 attainment is used as an effective summative evaluation of the needs of the school. All of the formentioned actions provide foundations to evaluate reading effectively.

Assessment, Recording and Reporting Formative Assessment

St. Aidan's R.C. Primary School

Reading Policy



Assessment is part of everyday teaching and learning. 'Assessment for Learning' strategies such as sharing the learning intention, self and peer assessment are part of everyday practice enabling children to take a more proactive role in their learning. Pupils are assessed at the end of each term and progress recorded.

Intervention measures are in place for identified EYFS, Key Stage One and Key Stage Two children to ensure that they will make the best possible progress.

Summative assessments are used in Years 2 and 6 to record end of year attainment and progress.

Year 1 phonics screening and Year 2 recheck is administered in the Summer term.

Information is shared to parents informally through discussion at parent consultations twice a year and through a written report in the July of each academic year.

Inclusion

Individual pupils who are not making as much progress as their peers are identified and monitored during termly data meetings.

Progress and achievement of all learners is tracked and the curriculum is personalised when required.

Guided Reading at St. Aidan's

Guided Reading is a classroom activity in which pupils are taught in groups according to reading ability or as a whole class. The teacher works with each group or as a whole class on a text carefully selected to offer an appropriate level of challenge. The books selected should be comfortable for the readers, but offering some challenge.

Challenge may be in terms of reading cues and strategies, language and vocabulary, or sophisticated aspects of grammar, inference, skimming and scanning.

At St. Aidan's Primary School, Guided Reading lessons form an important part of our strategy to raise standards in all areas of literacy across the age range from Year One to Year Six.

Guided Reading time allows teaching staff and children to share a period of sustained reading that will lead the way to confident independent, interpretive reading.

St. Aidan's R.C. Primary School

Reading Policy



Group reading can offer opportunities for:

- observing, recording, reporting and assessing children's reading strategies and behaviours and keeping an eye on progress;
- teaching reading strategies for different kinds of reading – e.g. plays, poetry, non-fiction texts (recounts, instructions, reports), as well as stories;
- regular practice in tackling unfamiliar – and familiar – print;
- establishing confidence;
- talking about texts – with and without an adult;
- tackling challenging texts in a spirit of communal support;
- noting where readers might be guided next in their reading choices;
- giving a high profile to reading as a valuable and public activity;
- linking reading, writing and talking

Reading Comprehension at St. Aidan's

The key comprehension strategies are described below:

Using prior knowledge / previewing

When students preview text, they tap into what they already know that will help them to understand the text they are about to read. This provides a framework for any new information they read.

Predicting

When students make predictions about the text they are about to read, it sets up expectations based on their prior knowledge about similar topics. As they read, they may mentally revise their prediction as they gain more information.

Identifying the main Idea

Identifying the main idea requires that students determine what is important and then put it in their own words. Implicit in this process is trying to understand the author's purpose in writing the text.

Questioning

Asking and answering questions about text is another strategy that helps students focus on the meaning of text. Teachers can help by modelling both the process of asking good questions and strategies for finding the answers in the text.

St. Aidan's R.C. Primary School

Reading Policy



Making inferences

In order to make inferences about something that is not explicitly stated in the text, students must learn to draw on prior knowledge and recognize clues in the text itself.

Visualising

Readers can take advantage of illustrations that are embedded in the text or create their own mental images or drawings when reading text without illustrations.

Individual reading at St. Aidan's

Children receive an individual reading books in Reception during the autumn term. EYFS and Key Stage 1 children are taught sounds using the Sounds-Write programme. In each unit of the programme there are reading books that contain that specific sound alongside consolidation of previous sounds. Text is added gradually as children learn the relationship between letters and sounds, but at the same time the teacher is guiding the fledgling readers to appreciate the bigger picture – that books have an individual message. Decoding unlocks the message, but the layers of meaning are shown in many ways: illustrations, variations of print type, capitals and punctuation, layout and in the voice of the reader.

At Key Stage Two, children are becoming more fluent but still need support as they develop the full range of strategies needed to become an experienced reader. The role of the adult, at this stage, is to further develop understanding of structure, genre, character, vocabulary, interpretation and individual preferences to engage each child in responding to a wide range of questioning.

Drama

Role play and drama provide immediate routes into the world of story and allow children to explore texts actively. Through role-play and drama, children are encouraged to experiment with the 'what if?' of plot and make it their own. Role-play is a particularly effective way for children to inhabit a fictional world, imagining what the world of the story would be like, and illuminating it with their own experience.

It enables children to put themselves into particular characters' shoes and imagine how things would look from that point of view. Through drama and role-play children can imagine characters' body language, behaviour and tones of voice in ways that they can draw on later when they write.

St. Aidan's R.C. Primary School

Reading Policy



Pupil Voice

At St. Aidan's we believe in the pupils having the opportunity to have a say about how they feel Reading is being taught. It allows the children to have an active role in their education and schooling as a result of us becoming more attentive and responsive, in sustained and routine way, to pupils' views.

Monitoring and Review

This policy was written by the Subject Leader for English and will be reviewed every 2 years.

N. Givens

Created 2019

Reviewed Juned 2020 /October 2021

Shared & approved by HT – October 2021