



*St Anne's Catholic Primary  
School*

*Reading Policy*

*March 2022*



## Mission Statement

*At St. Anne's, together in faith, we passionately commit to:*

*Build a loving, vibrant community with Christ at the heart;*

*Celebrate the uniqueness of all and enable them to reach their potential:*

*Through our shared vision and values, nurture knowledge and skills for life-long learning and achievement;*

*Raising self-esteem, with commitment, organisation and resilience, we achieve excellence as together we...*

*"Learn to love, Love to learn in readiness for life."*

## Reading Vision

*At St. Anne's we aim to empower all pupils, regardless of background or ability, to become fluent, confident readers. Reading is the key to unlocking knowledge; it is the path to future success. Once we learn to read, we can read to learn. Reading can take us beyond our everyday experiences to new ideas, different worlds, alternative cultures and other times.*

*From the moment pupils start our school, they are immersed in a text-rich curriculum and a language rich environment. Through the teaching of phonics, they are given the knowledge and skills they need to decode words and understand what they read. Our choice of high quality texts values pupils who our pupils are and where they come from, and also introduces them to cultural and social contexts beyond those they are familiar with. Through reading, pupils will expand their knowledge, their vocabulary and gain understanding of culture and the world around them. Our vision is that all children will develop a life-long love of reading. They will read confidently and competently for purpose and for pleasure. As skilled readers, they are ready for life! They can gain powerful knowledge in any area they choose and can go anywhere they wish to go - the sky is the limit!*



### Our aims (impact)...

- 1) Pupils will develop a lifelong appreciation and enjoyment of reading through...
  - Having opportunities to read, listen to and engage with a wide range of high quality texts
  - Being part of a 'Reading School' where reading is prioritised and highly valued
  - Being challenged as a reader to improve their skills and expand their horizons
  - Meeting authors and other visitors, such as theatre companies, who support our school to make reading come alive
- 2) Learn to read fluently and confidently with understanding at an age appropriate level through developing...
  - Phonic knowledge
  - Reading fluency
  - Word knowledge
- 3) Read widely to gain knowledge and vocabulary across a range of subjects.
- 4) Develop a suitable technical vocabulary through which to understand, evaluate and discuss what they have read.

### Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2021).



## *Our approach to reading...*

*Reading is at the heart of our school curriculum. At St. Anne's, we consider ourselves a community of readers. Therefore, we expect all adults at our school to model and communicate their love of reading as we guide our pupils on their own reading journeys.*

*From the moment they join us in EYFS, we want our pupils to be immersed in a text rich environment surrounded by print and possibilities for communication. Through shared story time and reading in provision, children will see how books and stories work, begin to ascribe meaning to text, learn to communicate their understanding and have the chance to become storytellers themselves.*

*In Reception and Year 1, our pupils learn to read and write effectively and quickly using the Read Write Inc.(RWI) Phonics programme (see separate phonics policy). They also take part in daily shared class reading sessions and weekly guided reading sessions which provide further opportunities to develop reading skills, understanding and comprehension skills as well as an appreciation of literature.*

*As pupils move into Year 2 and up into KS2, they begin to read a wider range of texts independently and with enthusiasm. Guided Reading represents an important means to improve the knowledge, skills and understanding of reading. Our weekly Guided Reading sessions use the "Reciprocal Reading" approach. This evidence based approach enables all pupils to take an active role in their reading as "Questioners", "Clarifiers", "Summarisers" and "Predictors". The texts are chosen carefully to provide the correct level of challenge for each group and teachers support pupils to develop reading, oral and written comprehension skills. All classes have daily class reading time where they listen to and enjoy a high quality text. From Year 2 onwards, we also use an online Reading Programme "Reading Plus" to develop reading fluency, engagement and comprehension skills. This online programme is also used to assess pupils' reading and comprehension skills so we can provide texts for Guided and Home Reading at the correct level of challenge.*



Our whole school Reading Curriculum is based on a wide range of high quality texts and a variety of authors, with learning planned carefully to revisit and build upon prior knowledge and experience. Through reading different genres, authors and both fiction and non-fiction, children are able to develop as readers. A love of reading is enhanced by visits from local authors, theatre companies and English Subject Advocates in our feeder high schools and local community.

## Home Reading...

### EYFS and KS1

As children start to learn to read at school, we recognise that parents, carers and families play an important role in supporting their development as readers:

- In Nursery, children take home a book each week for parents to read and share with them. Parents are also invited in each half term to share in class story sessions.
- In Reception and Year 1, children take home books each week linked to their Read Write Inc. learning.
- In Year 2, pupils also take home three books each week. One for parents to read to them, one at their level of reading and another of their own choice (at the correct level) to develop richer reading.

### KS2

In KS2, pupils will bring home reading books.

- Developing readers will bring home two reading scheme books at the correct level (based on their level on Reading Plus or linked to Fresh Start) for them to read, which will be changed weekly and also a longer text of their choice for parents and carers to read to them. The longer text will be changed when needed. Developing readers will read 1:1 with an adult at least twice a week at school.



- Fluent, confident readers will bring home a reading book of their choice to read for pleasure. The books are levelled to tie in with Reading Plus levels and pupils are able to select any book up to their current level. They can choose to read this independently, or share the reading with a parent or carer. They will also be expected to complete 2 reading lessons on Reading Plus at home each week. The text selection on Reading Plus will be at the appropriate level of challenge for each child.
- Those pupils identified as needing extra support in Reading may be given access to the online IDL programme. In these cases, pupils should complete IDL lessons at home instead of Reading Plus lessons.

In KS2, Teaching staff aim to listen to each child read once a week and books will be changed on this day.

### Assessment and Monitoring

A constant cycle of assessing, monitoring, target setting and pupil feedback are instrumental in supporting children's reading development.

- Assessment of reading is on-going, carried out by teachers both formally and informally during Guided Reading, Individual Reading and English lessons. The results of such assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.
- Reading is formally assessed termly using Rising Stars reading comprehension assessments.
- Verbal feedback is an important part of on-going assessment and this is given during Guided Reading and Independent Reading sessions to help children to see what they have done well, note errors and know the 'next steps' in their learning.
- Those pupils following RWI programme are assessed using the RWI staged assessments. Assessments are then recorded on the RWI School Portal. These are monitored half termly by the Phonics Lead,





English Subject Lead and SLT. Pupils are grouped for learning accordingly. Pupils will receive strategic 1:1 support if need is identified.

- Pupils from Year 2 upwards are assessed using Reading Plus programme. Pupils undergo 3 assessments throughout the year (Initial, Mid and Final), which provide a benchmark for reading attainment. The online tools provide ongoing assessment information for teachers in real time as pupils complete lessons. Teachers are then able to use this information to identify those who are making progress and those who are struggling. The programme is able to pin-point which skills pupils are struggling with, and these can then be planned for and children supported during Guided Reading sessions or individually if required.
- Teachers formally record Reading outcomes half-termly using Target Tracker, based on evidence from Guided Reading, Independent Reading, Reading Plus and formal assessments (if undertaken that half term).
- Children who are identified as falling behind, are quickly identified and assessed using the IDL online programme. The IDL programme is then used to support pupils with reading and spelling skills allowing them to quickly catch up. They will also receive extra 1:1 reading support where needed.
- Teachers use Target Tracker to record and measure children's progress and attainment in Reading. The school English Subject Lead and Senior Leadership Team monitor progress and attainment throughout the school by sampling and moderating children's reading assessment, observing guided reading or RWI sessions, listening to individual readers, consulting through pupil voice and analysing data as per the school Monitoring Cycle.
- Written reports to parents are made twice a year (interim and full) sharing each child's attainment and progress in reading with parents/ carers. Pupils' progress in reading is also discussed with parents twice a year at Parents' Evening. Parents have regular opportunities to view their child's written work.

### Equal opportunities in reading

Reading is taught within the guidelines of the school's equal-opportunities policy.



- We ensure that all our children have the opportunity to gain English knowledge and understanding regardless of gender, race, class, physical or intellectual ability.
- For those children learning English as an additional language (EAL), support is put in place in school and we are supported by the Local Authority.
- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- We aim to teach English in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We value English as a vehicle for the development of language skills and vocabulary. We encourage our children to talk constructively about their English experiences.
- We recognise the particular importance of first-hand experience for motivating all children, including those with barriers to learning.
- We recognise that English may strongly engage our gifted and talented children, and we aim to challenge and extend them.

### Review

This English policy will be reviewed by the English Lead and the Senior Leadership Team in Sept 2022.