



St. Patrick's Catholic Primary School

Reading Policy

Written by	Updated
Senior leadership team and Curriculum leader for English	April 2022

**The National Curriculum states that:**

“English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.”

The key areas for learning English are:

- Reading- decoding and comprehension
- Writing- composition and handwriting
- Spelling, Punctuation and Grammar
- Spoken Language

Intent

At St Patrick's RC Primary School we see Reading as an essential life skill and are committed to enabling our children to become lifelong readers.

Our aims in teaching Reading include the following:

- To foster a positive attitude to literacy as an interesting and exciting part of the curriculum.
- To raise the standard of literacy across the school, for children of all abilities.
- To enable pupils to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose.
- To provide pupils with a range of relevant and purposeful opportunities to develop their ability to read, understand and engage with various types of text for enjoyment and learning.
- Apply their knowledge and understanding of phonics, spelling patterns and rules, grammar and punctuation to reading and writing opportunities across the curriculum.
- To enable children to write effectively, using a cursive, joined handwriting style and showing a development in fluency; making and shaping different texts appropriately, according to context, purpose, reader or audience.
- Develop a technical vocabulary with understanding of grammatical terminology.
- Learn how to apply grammatical terminology in their own writing.

Implement**Planning and Assessment**

The Early Years foundation stage follow the development matters framework alongside the Early learning goals. Nursery and Reception work within the Early Learning Goals and continuous assessment is recorded on Foundation Stage Profiles. In Key Stage 1 and 2, units of work are planned through a book based curriculum linked to individual class topics.



Reception and Y1

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of ['Application of phonics to reading'](#)
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Yr's 2-6 have a daily reading session set out in the following structure:

Monday- Vocabulary based on the class text

Tuesday- Vocabulary based on the class text

Wednesday- Read aloud and summary based on a comprehension text

Thursday- Specific questions based on a comprehension text from previous day

Friday- Mix it up comprehension questions comprehension text from previous day

All teachers are responsible for developing weekly plans using their own choice of proforma. These plans indicate the learning objectives for each lesson along with activities, which clearly show progression. Clear differentiation is built into weekly plans and the needs of all children are planned for, including those with Special educational needs and more able children.

Daily assessments of children are made and those identified as needing extra support are given interventions on the same or the following day.

Regular teacher assessments of children's progress are made against the national curriculum. In Key Stage 1 & 2 teacher assessments are carried out throughout the year and are used to inform judgements made for end of Key Stage assessments. Teachers assess children termly and appropriate group targets are set and given to the children. An analysis is made based on the end of year assessment and appropriate targets are set by the teachers for the following year. Regular monitoring of writing takes place between year groups and with the family of schools.

In Year 2 to 6 Star Reader tests are used on a half termly basis for summative assessment in Reading. Following these assessments children are given a ZPD (Zone of Proximal Development) score which allows them to choose a book at the correct level. The lower the number the easier the books and the higher the number the more challenging book. Children always have the opportunity for challenge.



Those children who are not achieving the expected level are identified at an early stage and targeted for extra support or an intervention programme delivered by support staff.

Quality of Teaching and Learning

The English curriculum is organised into five sections:

- Phonics
- Spoken Language
- Reading
- Writing
- Spelling, Punctuation and Grammar (SPAG)

It is important that teachers model to their pupils. This is carried out in all year groups in all aspects of the English curriculum. We believe that English is a means for both thinking and learning. We continually work to develop our children's ability to listen, speak and write for a wide range of purposes, including the communication of their ideas, views and feelings.

Phonics is the core of the English language. In the Foundation stage and KS1 are taught phonics using 'Little Wandle, Letters and Sounds.' (See Phonics Policy)

Spoken language and listening skills are developed across the whole of the curriculum and through all interactions within school.

Reading is encouraged in all curriculum areas. Children are provided with a reading book and record which they take home.

Parental involvement

A newsletter is sent to parents on a half termly basis. This contains information about the current areas of learning in Reading. Children's ZPD scores (Y2-6) are put in children's reading diaries so parents are aware. Parents meetings are held twice a year, where parents are provided with feedback on their child's attainment in Reading. At the end of the year, assessments are reported to parents through the end of school year report.

Leadership and Management

It is the responsibility of the Science Subject Leader, the Headteacher and Governors to monitor the standards of children's work and the quality of teaching in science. The Science Subject Co-ordinator is also responsible for supporting colleagues in the teaching of science, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. An action plan is written and reviewed annually. The science subject co-ordinator helps with the levelling and moderation of work samples to ensure consistency and calls in books and assessment folders for scrutiny and evidence of progress, with feedback being given to staff on a termly basis. We are working with a cluster of schools to share ideas and look at how we moderate our science books.



The Role of Governors

The Governors are informed regularly about standards and the progress throughout the school, through the Governors' meetings, Headteacher's report to Governors, and a summary of the data. A Governor responsible for each subject meets regularly with the Coordinator. This Governor receives a copy of the subject Policy and subject action plan. The Governors are also involved in the setting of targets for the end of key Stage 2 and in carrying out a work scrutiny of books throughout the school.

The Role of the Headteacher

The Headteacher, in collaboration with the Coordinator, establishes the whole school approach to each subject area. She ensures and clarifies what needs to be achieved by the coordinator and provides the necessary support and resources in order to achieve it.

The Head teacher is kept informed about the quality of teaching and learning through regular discussions with the coordinator and also by using the monitoring forms which are completed after any kind of monitoring activity.

The Reading Coordinator

The Coordinator develops an overview of the strengths and weaknesses of their subject in the school and uses this to inform contributions to the subject Action Plan and carries out the tasks identified.

A supportive role is given to teachers for planning, teaching lessons and making assessments. Advice is also given on the use of resources.

The coordinator identifies INSET needed and where appropriate and able, provides in-school inset and keeps abreast of subject developments.

Together with the Headteacher, the coordinator monitors the progress of their subject by analysing test data, observing lessons and evaluating children's work.

The SENCO and Support Staff

The support staff are clearly informed about their role in each lesson and have access to planning prior to each lesson. They have attended insets and are familiar with the National Curriculum.

The SENCO, where appropriate, works with the coordinator to plan the provision for children with special educational needs, in order to encourage a full participation and involvement in the daily numeracy lesson. Where individual plans are needed, yearly teaching objectives are used to plan targets for development.



Impact

Monitoring and Evaluation

The children are able to know more and remember more

Lessons are observed by the Headteacher and Coordinator

Work analysis is carried out by the Coordinator throughout the year

Teachers' planning is monitored termly

Books are scrutinised termly