

***Together, as God's family we are learning through love, forgiveness,
respect and courage to use our unique gifts, challenging and transforming our world.***

INTENT

At St William of York School, we share a real passion for reading and a love of books. We know that the development of reading skills is crucial to the progress that children make across the curriculum and we are intent in supporting the children to become confident and effective readers. We have high standards for our readers and expect them to make rapid and sustained progress throughout their time in school. We do this by setting challenging goals, putting support in place and employing skilled teachers to support the children on their reading journey.

We intend:

- To enable our pupils to read for enjoyment, confidently, fluently, accurately and with understanding.
- To employ a full range of reading cues – phonic, graphic, syntactic, and contextual – to monitor, correct and make sense of their own reading e.g. miscue analysis.
- To promote an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- To enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- To develop a suitable technical vocabulary through which to understand and discuss their reading.
- To develop reading skills in tandem with those of writing, so that they may function in society as literate adults and readers for life.
- To create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.
- To develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- To develop children's experiences through a variety of text including the use of libraries, ICT and other available media.

IMPLEMENTATION

There is a whole school approach to the teaching of reading. A wide-range of strategies are taught throughout the school that reflect the requirements of the National Curriculum and EYFS Curriculum. Our school teaches reading through a combination of approaches:

- Whole class shared reading.
- Modelling reading.
- Paired reading.
- Guided reading.
- Reading buddies.
- Child led story time.

- Independent reading at school and at home.
- Reading comprehension with written answers.
- All reading books are banded and children are given a book, which they can read with 80-90% accuracy. Reading books are stored in the Key Stage 1 library and in classroom reading areas.

Early Years Foundation Stage

Reading is taught alongside phonics. This initiative promotes a systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. Children are taught to:

- Identify the separate sounds in words.
- Learn the letters and letter combinations most commonly used to spell sounds.
- Read words by sounding out and blending their separate parts.
- Study written representations of a sound and how it looks.
- Recognise on sight vocabulary identified as 'Tricky words'.

Once children are fully secure in Phase 1 Letters and Sounds, they are taught phonics using the Read, Write, Inc scheme 'word time' lesson plans.

An additional RWI 'speed sounds' lesson takes place each day to teach a new phoneme (sound) and corresponding grapheme (letter). All children are taught phonics at the same time, but are divided into groups for better quality learning.

Key Stage 1

- Daily RWI lessons in small groups.
- Additional phonics lessons for children who take longer to decode phonics- practice makes permanence.

Continual formative assessment helps to target gaps in phonic knowledge. These gaps are addressed through intervention programmes and supported individual work. At the end of Year 1, the children are assessed against the Phonics Screening Check. The children who do not pass the screening test are given extra phonics support in Year 2. Those who do pass the Phonics Screening Check progress to whole class and guided reading.

All pupils who did not pass the Phonics Screening Check in Key Stage 1, receive daily phonics in Key Stage 2.

Whole Class and Guided Reading

All children who are secure in their phonics have whole class or guided reading lessons on a daily basis. All reading sessions have an objective, which is taken from the Reading National Curriculum.

This might include, but is not limited to books or texts displayed on the Interactive White Board, extracts from novels, non-fiction extracts, newspaper articles, lyrics and pictures. During this time, specific reading skills or features of differing genre are taught. This is an opportunity to discuss the use of language and widen the children's vocabulary.

As reading is at the core of accessing all areas of the curriculum, it is essential that there is a focused and dedicated time given to the teaching of the mechanics of reading. The teaching of reading includes:

- The teaching of phonic awareness.
- Inferences about character/ story/ events/ structure/ plot.

- Awareness of layout / features.
- Awareness of punctuation.
- Prediction of the story.
- Developing decoding skills of unfamiliar words.
- Awareness of the reading and spelling of high frequency / tricky words.
- Deducing meaning from context, syntax and previous experience.
- Scanning text for information and to support comprehension.
- Discussing effectiveness of chosen language.
- Encouraging talk and discussion in groups.
- Encouraging clear speaking and expression when reading texts.
- Enable pupils to reflect on their reading and develop higher order thinking skills.
- Support children towards reading independently.
- Modelling and practising common question types and question stems for written comprehension.

A Reading Culture and Environment

- A respect for books is promoted and modelled by all staff.
- Every class has a rich and stimulating reading area that invites children to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race.
- Every class has a range of books available to pupils that reflect their current class topic.
- ICT in the classroom through laptops, iPads and interactive whiteboards are available for children to access digitally written materials to support their learning in all curriculum areas.
- We regularly enrich our reading experiences by providing opportunities for visitors to come to our school to share stories. This may be through assemblies, an author focus or World Book Day.
- The children are encouraged to read books from various authors and discuss the styles in which they write and the themes within their books. The children enjoy dressing as book characters and we always celebrate World Book Day.
- Children keep a log of their personal reading in their reading diaries, enabling teachers to discuss this with them.
- At 3pm every day, all children have story time, listening to their class novel being read to them.

Reading Aloud

There are many opportunities for children to read aloud to a variety of audiences. These opportunities take place through lessons, during whole class reading or performances such as presentations, class assemblies, Class Gospels and Come and See assemblies.

Story Time

Story time takes place daily at 3pm in all classes. The time is a valued opportunity for children to listen to a story being read to them, in a peaceful environment, whilst hearing good intonation and expression modelled.

Assessment

- EYFS children are assessed against the Early Learning Goals.
- Year 1 children are assessed against the Governments standardised Phonics Assessment.
- Year 2 children are assessed using the Governments standardised Reading Test.

- Year 6 children are assessed using the Governments standardised Reading Test.
- The school also uses NFER assessment to support teacher judgements.

Progression

Our school uses curriculum guidance from the Early Years Foundation Stage Profile and the National Curriculum 2014. These provide guidance for teachers in understanding how to teach reading and how children progress through their years at the three stages of the primary curriculum (EYFS, KS1, KS2). Teachers assess pupils against these frameworks to determine starting points for each ability group in their class. Teachers and pupils regularly assess progress against ELGs and nationally set age related expectations. Intervention programmes for children who are not making the expected progress consist of a range of intervention programmes used to ensure pupil 'catch-up ' to their peers.

Vulnerable Groups and Equal Opportunities

The class teacher and the HT/ SENCO monitor those children, who, as a result of test or normal classroom activities, are identified as needing extra support. Specific interventions are put in place to support those children as part of an agreed Individual Education Plan. Other intensive programmes are used when the need arises.

Our policy is monitored to ensure that all pupils have equality of access to a range of reading opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender race or culture.

Working in Partnership with Parents

We encourage a reading partnership, where parents share books at home with their children and provide valuable help and support for this area of the curriculum. Parents are encouraged to make comments in reading records, regarding pupil's progress. Teachers welcome these views and discuss them with parents and pupils. Comments in the children's reading record should be informative, positive and identify next steps.

Information Evenings are held to advise parents on the reading strategies used in school and how best they may help their child especially as the children start their Reception Year.

Monitoring and Evaluation of Impact

Our English Subject Leader and the Headteacher analyse end of key stage assessments and as a result plan for school improvement.

Class teachers and our Learning Support Team in collaboration with our SENCO monitor and evaluate:

- Progress in intervention programmes every half term with the personnel involved.
- Targeted support provided to specific groups for effectiveness.

It is our English Subject Leader's role and responsibility to monitor and evaluate:

- Planning.
- Pupil reading records.
- Pupil views on reading.
- The success of reading strategies.
- The outcomes of lesson observations.

This policy should be read in conjunction with all of our English policies procedures and practice.