

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

Our vision at St William's is to nurture a life-long love of reading. We strive for pupils to build an understanding of the wider world through varied high-quality texts in which the world they live in is represented. We endeavour to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often.

We know that the development of reading skills is crucial to the progress that children make across the curriculum; 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.

At our school, where our children begin as novices, we understand the fundamental importance of improving reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Moreover, we aim to increase our pupils' cultural capital and provide them with experiences and opportunities to make sense of an ever-changing world.

INTENT

We intend that our pupils:

- Develop a life-long love of reading, as their individual identity as a reader emerges.
- Become reflective readers who are immersed within good quality books, from a variety of cultures and in a range of different styles and formats.
- Become confident readers who can read for different purposes and audiences and who can actively choose, critique and comprehend texts.
- Flourish into competent readers and writers, through our immersive provision, so that they develop into literate adults and readers for life.

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.

Word Reading and Phonics

The development of early reading is based upon the Read, Write Inc approach and uses books that accompany and are recommended by the phonics scheme. Children have access to the school library and to books within the classroom to support their growing love of reading and to support them in their learning across the curriculum. Children who access Read, Write Inc also have access to decodable books that are closely linked to their phonic ability. Please refer to the school phonics policy for more detailed information.

Early Years Foundation Stage

Beginning in Nursery, we engage children in phonics through the Letters and Sounds Phase 1 phonics scheme where children focus on sounds in the environment, listening games, instrumental sounds, rhythm and rhyme and body percussion. In the summer term, children focus on oral blending and segmenting, providing them with the basic foundations of phonic knowledge.

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. Once children pass the Phonics Screening Check, they continue to access the RWI program until they are able to read a grey level book fluently without overtly sounding out the words. They then progress to whole class reading and fluency practise.

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

Whole Class Reading

All children who are secure in their phonics have whole class reading lessons on a daily basis. The focus of these lessons are to increase the children's speed and fluency of age appropriate texts. Within these lessons, we deliberately teach the three components of fluency: accuracy, automaticity and prosody. This may take the form of echo reading, choral and repeated reading. During fluency lessons, the adult will read the text aloud to expertly model fluency in action. This enables all children, regardless of their reading ability to engage and access the text. At St Williams, we recognise that language comprehension is not wholly dependent on word recognition and therefore we aim to provide all children with the opportunity to comprehend oral language as part of the reading process. Once children are able to read a text fluently, they explore authorial intent; and how an author's language, syntax, font and SPaG choices contribute to the meaning of the text. It supports children to recognise how a writer deliberately sets about to provoke responses from the reader in order to influence their thoughts, moods, attitudes or emotions. Through such a close reading of a short piece of text, children have the time and space to read between the lines, they become better able to use clues from action, interactions, dialogue and description to interpret the author's intentions and make deductions about a character's thoughts, feelings or motives.

During reading lessons, children receive continuous, consistent and focused feedback from the teachers and from their peers. Scaffolds such as sentence stems are used to support reading fluency and understanding.

Assessment

- EYFS children are assessed against the Early Learning Goals.
- Year 1 children are assessed against the Governments standardised Phonics Assessment.
- Year 6 children are assessed using the Governments standardised Reading Test.
- The school also uses Rising Stars 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 normal classroom activities, are identified as needing extra support. Specific interventions are put in place to support those children as part of an agreed Provision Map. 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.

Home School Reading

All children in school take books home to share with their families. In EYFS, children begin to take wordless, picture books to share and create stories as they learn to turn the pages and respect books as well as inventing their own stories based on the illustrations. While learning to blend new sounds, children take RWI word cards home to practise. Once the children are confident in blending CVC words, they begin to take home a Read, Write Inc book that they can read fluently to share and celebrate with their family. In Year 1, children also take home a decodable book that is closely linked to their phonic ability to allow children to practise the new sounds they are learning in school. Children also take home a reading book selected by the child from the school library that encourages reading for pleasure.

When children complete the phonics programme, the children progress onto book banded books to read an appropriately pitched text as well as a book chosen by the child from the school library.

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.

Workshops and information sharing events 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.

Developing a Love of Reading

Reading is truly the bedrock of our curriculum and ultimately, we aim to enrich the love and experiences of our children by exposing them to the most engaging texts, by the most popular authors in environments that allow our children to absorb themselves in what each text has to offer. Each day, children spend Story Time reading and discussing a high-quality book which will be read in its entirety. Carefully selected texts are used to enthuse children and ensure they are truly invested in the story. The children gain a shared experience of a book and ultimately a repertoire of books to develop meaningful, purposeful interactions and a 'buzz' about reading.

Reading areas are attractive and well stocked. Children in all classes are encouraged to take an active role in stocking the books in their reading areas from the central library and through nominating new titles to be purchased for their classrooms.

The school library is attractive, well-maintained and well utilised by all children in school. School Librarians take an active role in promoting the use of the main library and keeping it organised.

The school uses a book fair twice a year to promote a love of reading. Teachers use this time to support parents in recommending high quality and age appropriate texts for their children as well as reading pictures books and extracts to their classes.

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.