

St Mary's Catholic Primary Voluntary Academy



Reading Policy

A love of learning

A desire for God

The main principles (Reading Principles - RP) of this policy are:

- to display how the school prioritises reading (RP1)
- to explain how staff foster a love of reading (RP2)
- to ensure that the content and sequence of the phonics programme supports pupil progress (RP3)
- to ensure that reading books match the sound the children know (RP4)
- to highlight that children are taught phonics from the start of reception (RP5)
- to explain the measures taken to help pupils who fall behind to be supported to catch up quickly (RP6)

It does this by:

- establishing an entitlement for all pupils
- establishing high yet realistic expectations for the standards to be achieved.
- To ensure reading builds upon what pupils have previously learned and promotes continuity and coherence across the school.
- Stating the school's approaches to this subject in order to promote understanding of the curriculum.

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We aim to teach children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information

Phonics

We strive to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI) which includes teaching systematic synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. (RP3)

This is taught from the first week in Reception Class (RP5, RP1)

Using the RWI Scheme we aim to teach children from Reception up to Year 2 to (RP3 and 5):

- apply their phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for
- all 40+ phonemes
- read accurately by blending sounds in unfamiliar words containing the Grapheme Phoneme Correspondences (GPCs) that they have been taught
- read common exception words, noting unusual correspondences between spelling and sound
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read words of more than one syllable that contain taught GPCs
- read words with contractions and understand that the apostrophe represents the omitted letter(s)

- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- spell words containing each of the 40+ phonemes already taught by segmenting the sounds in words
- spell common exception words
- add prefixes and suffixes to previously taught words
- spell effortlessly so that all their focus when writing can be directed towards composition

These skills are embedded within daily RWI lessons. By focusing on the teaching of skilled word reading in the Early Years and KS1, using a systematic synthetic phonics scheme, children learn to pronounce unfamiliar printed words (decoding) and speedily recognise familiar printed words. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know.

Teaching and Learning Approach

All teachers and teaching assistants, regardless of year group, will receive external phonics training during their first year (RP1).

These principles and features characterise our approach to the teaching of reading using RWI:

- Teachers teach RWI using a detailed, proven step-by-step teaching scheme; where children are first taught simple GPCs, to accurately blend taught sounds, to decode simple words containing taught graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words. (RP3)
- Pupils are taught within small homogenous groups, across year groups, which reflect their performance in RWI phonics assessments. (RP6)
- Pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers. (RP4)
- RWI teachers have all of the RWI resources needed to teach RWI and they follow detailed lesson plans to maintain consistency of the teaching of reading across every RWI lesson, irrespective of the RWI reading teacher. (RP1)
- Teachers attend regular in-house CPD sessions, where they have the opportunity to learn about pedagogical changes, new RWI resources and to observe and practice specific parts of the teaching process. (RP1 & RP3)
- Regular assessment ensures that pupils are taught in homogeneous groups which match their phonic knowledge and reading level. Pupils making speedy progress move groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their reading level. Those pupils making slower progress are usually taught in smaller groups and receive additional small group or one-to-one Intervention. (RP6)

Assessment

We assess all pupils from Reception to Year 2 using RWI Assessment materials and we use this data to assign them to their correct RWI Group and to identify if they need to have any additional support. This provides a good indication of their progress relative to their starting points. (RP3 and 6)

We track the phonic progress that pupils make from Reception to Year 2 and, at the end of Year One; we evaluate pupils' acquisition of GPCs and decoding skills using the Phonics Screening Check (PSC). This ensures that we are able to maintain high standards in the teaching of the early stages of reading in EYFS (using the Reading statements in the EYFS Profile), in Year One (using the PSC materials) and in Year 2 (using the statutory KS1 Reading assessment materials). (RP3 & 6)

Formative Assessment:

Daily formative assessment opportunities are built into every RWI lesson. Choral response, group work, partner work, the small class size all allow teachers to evaluate pupils' phonic knowledge and hence modify the pace and focus of their lessons. Formative assessment opportunities provide teachers with knowledge of which children are making slow, steady or speedy progress and hence they can liaise with the Reading Leader to provide additional support (for children making slower progress) or an immediate assessment (for pupils making speedy progress) to allow such pupils to change group.(RP6)

Summative Assessment:

All pupils are assessed every 6-8 weeks, or more frequently for those making speedier progress, using RWI Assessment materials. The assessment is conducted under the supervision of the Phonics Leader.

The materials assess pupils' sound to grapheme correspondence, ability to apply phonic knowledge to decode regular words and to read common exception words. Pupils reading fluency is also evaluated. (RP1 and 6)

Pupils' progress is tracked, to record their phonic knowledge and decoding skills, and this information is used to reorganise groups, RWI Storybook level and the focus of the phonics input of the lesson. (RP3 and RP4)

Assessment information, from both the formative and summative assessment progresses, is used to provide updates to parents via Parents' Evening updates or more specific meetings with parents. (RP1)

Planning and Resources

Reception RWI lessons start after Reception teachers have completed their Baseline Assessment. Five RWI lessons are taught every week and each lesson lasts for approximately 15-30 minutes. (RP1 and 5)

Daily KS1 RWI lessons commence at the start of the academic year and each lesson lasts for approximately 30 minutes.(RP1)

Both the Reception and KS1 RWI lessons start with a 10 minute phonics input session, where new sounds are taught and previously taught sounds are reviewed. Pupils learn how to apply their grapheme/phoneme knowledge to read real simple words – initially sounding out these words and then progressing onto speedy reading of words – and also alien (pseudo) words. They also learn how to read irregular words and multisyllabic words. (RP3)

Following this, during the main part of the lesson, pupils are taught to read the regular and irregular words that are found in the RWI storybook that they are reading, and then they apply this knowledge to read RWI storybooks at their phonic level. (RP3 and 4)

Every RWI teacher has their own box of RWI Resources these include: large phonic flash cards, magnetic boards and letters (EYFS), green and red word flash cards and alien words. RWI storybooks, ditties and linked texts are all stored centrally. (RP1)

Role of the Phonics Leader (RP1):

- oversees the assessment of all Reception & Key Stage 1 pupils and designates pupils to the correct groups
- provides RWI teachers with a list of graphemes that their group requires consolidation of
- assigns RWI teachers to RWI groups
- 'drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work
- where necessary, model lessons
- attends up-date meetings, when they occur, and reports back to the RWI group leaders
- ensures that all staff are trained on RWI Phonics
- speaks with the headteacher and deputy headteacher regarding groupings, teaching spaces and other relevant matters

- Trains TAs to tutor children in 1:1 phonics intervention and monitors the impact of any additional support given
- organises a yearly workshop with parents to inform them of our approach to the teaching of reading
- liaises with class teachers to discuss the progress of children in RWI
- provides class teachers with a report on children's RWI grouping, any sounds needed to be consolidated and also any additional comments
- Undertakes the PSC with the support of the EYFS or KS1 Lead
- Informs parents of their child's participation in the PSC and of the results of the check
- Liaises with the KS2 Lead and SEND Coordinator to provide additional support for those children in KS2 who are still receiving phonics instruction (RP6)

What happens to children who are not secure in sounds? (RP6)

Key Stage 1 – Continue in Phonics group. Daily interventions (RP6)

Pupils in KS1 making slower than expected progress are usually taught in smaller groups and receive additional small group or one-to-one targeted Intervention. Intervention focuses on the recognition of reading pure sounds and the decoding and blending of words and alien words. Children will be encouraged to take sound cards home and practise them outside of school also.

Fluency

We believe fluency is an important skill to develop in reading. Fluency is important because it bridges between word recognition and comprehension. It allows students time to focus on what the text is saying.

How is fluency developed?

Fluency is an integral part of the RWI programme of instruction. Fluency is developed in KS1 through the use of daily phonics lessons. Lessons are structured to allow children to have time to decode, blend and understand the meaning of new words. Subsequent lessons allow children to listen to the teacher modelling reading fluency and then time is given to read the text again for themselves to develop fluency and understanding. Each child has a reading book matched to their reading ability. Texts used in literacy lessons are age appropriate. Children are encouraged to read regularly.

What happens when children do not develop fluency in their reading? (RP6)

Regular fluency checks highlight children not making sufficient progress. Target readers are heard regularly. Peer readers are used to develop fluency. Lexia used to support fluency.

Comprehension

Reading comprehension is the ability to read, understand, process, and recall what was just read. Having excellent reading comprehension skills is crucial. It increases the enjoyment and effectiveness of reading and helps not only academically, but professionally, and in a person's personal life.

How do we teach comprehension?

Comprehension is introduced through the RWI phonics scheme. After the completion of RWI children are taught reading comprehension skills using VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise).

What happens when children do not develop comprehension skills? (RP6)

Formative and summative testing allows children who are not developing comprehension skills to be identified. Lexia is used to support comprehension. Children who are heard read are asked questions to follow up comprehension and understanding.

Use of the Reading scheme

- Phonics is taught from early in the Autumn Term in Reception following the RWI scheme. (RP5)

- The Reception children are initially given individual sounds, which they take home to form part of a programme of integrated learning between school and home.
- In the second part of the Autumn Term the children are taught to 'aurally' blend sounds and then to read simple CVC words. When the children are able to blend most CVC words they are given a Reading Book to take home and start to follow our Reading Scheme.

The reading scheme consists of a range of fiction and non-fiction texts from Oxford Reading Tree, Ginn, Sound Start and Song Birds (See Appendix One). All the books have been labelled using a coloured book banding scheme. Each colour band has a set of descriptors to guide teachers in choosing the appropriate level for each child (See Appendix Two). In KS1 the scheme will be used to pre-teach and consolidate sounds covered in phonics groups, as well as introduce children to a range of sight words. (RP3 and 4)

The children can move across the bands and do not have to read each set of books in order. This supports their reading comprehension and recognition of letters printed in different fonts during their early reading development. Moving across the book bands and reading books from a range of schemes allows teachers to tailor children's reading experience to their interest and needs. Developing reading for pleasure from a young age, as well as supporting those children who are making slower than expected progress by using texts with familiar themes and characters. The mixed pathway through each book band develops confidence for those children who could feel they are being left behind if the books were to be read in order. It also enables those children who are making better than expected progress to be challenged through a variety of text types and subjects. (RP2 and 6)

For children to move onto a new book the teacher or teaching assistant will assess the child's comprehension and competency in reading the completed book. Children will move on when they are ready, but may also be asked to re-read a page or pages to further develop fluency or understanding of a text. Parent helpers and volunteers will listen to children read in school, but the decision over whether to change a book or not is the responsibility of the class teacher. (RP1 and 4)

Children's progress across the scheme is tracked by the class teacher from Reception and follows them throughout the school to Year Six. This information is recorded in a class reading folder which also details the date and pages that have been read in school. Teachers are encouraged to make notes on progress in this folder also. At the end of the year this record follows the children to their next year group.

Once children have completed the reading scheme they move onto free readers. This is monitored by the class teacher and adults who listen to all readers. (RP2)

Class Readers

The EYFS children listen to a story at the end of each day. These are a mixture of classic and modern classic picture books. (RP2)

In Year One children take part in daily fruit and story sessions. The children have time to eat their fruit and listen to a story. The teacher models reading, asks key questions to develop understanding and starts to encourage children to make links between texts read. The stories are chosen as they link to the topic being covered during that half term. This also develops subject knowledge and familiarity with topic vocabulary. (RP2)

From Year Two onwards each class has a selection of novels to read during the course of the year. The novels have been chosen to ensure all children have exposure to some 'classic' literature. The teacher starts by reading the story aloud and building on from the sessions in Year One. As the children progress through the school more emphasis is placed on children leading the story session through reading aloud and class discussions. (RP2)

Home/School Reading

Every child has a home/school reading book and reading record book. Parents are encouraged to hear their children read at least three times per week and record this in their reading record. (RP2)

The school also run reading engagement activities such as FRED (Fathers Reading Every Day) to encourage reading for pleasure and positive reading role models within the home. Other initiatives include celebrating World Book Day and promoting the local library summer reading challenge. (RP2)

Lexia is used to support reading at home. (RP6)

Festival Work

Whole school participation in the local festival provides opportunities to learn poetry and present it to an audience. This promotes a love of a wider range of literature and allows children to rehearse diction and presentation skills. (RP1 and 2)

Early Years Library

Early Years has there own library. A selection of books are available for children to take home (these are changed each term). The class has a set of book bags with related resources. The different areas of provision have topic related books in them.(RP2)

Library

The library is open to children at lunch times. After careful consideration the books have been grouped into topics and themes. This allows younger children to identify areas of interest to them and read around this subject. Children are then encouraged to identify authors and text styles they prefer and use this to choose a book. Non-fiction books are organised using the dewey decimal system.

The library is a space where children can relax and read a book during playtime. We encourage children to develop a love for reading and to share this with their peers. If they wish, they are then able to check this book out and read the book at home also. It is the librarian's responsibility to sign books in and out of the library. (RP1 and 2)

Values

Teachers should identify opportunities for 'values' and ensure that these opportunities are explored in their teaching. Teachers should have sufficient knowledge of the 'values' element of the curriculum to be able to teach about values when unplanned opportunities arise.

Equal Opportunities/ SEND

We are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race and disability or learning difficulties. The school works to ensure the active participation and progress of all children in their learning.

All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable

All pupils are entitled to access RWI resources and teachings at a level appropriate to their needs. Teachers are aware of any special educational needs of the children in their RWI group, as well as those who have English as an additional language.

This policy should be read in conjunction with the Literacy Policy

