



Reading Policy

Intent

At Emmaus Primary School, it is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination. We aim to ensure a balanced mix of approaches to reading so that our pupils achieve the skills required, a positive attitude, confidence as well as interest and a life-long love of literature.

At Emmaus Church of England and Catholic Primary School we aim to:

- Enable children to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts.
- Build on the child's prior knowledge and early literacy experience.
- Encourage them to become confident, independent reflective readers who read from a range of texts for a variety of purposes
- Deliver a structured and progressive whole school approach to the teaching of reading
- Create a reading culture by providing a rich language environment within the classroom and throughout the school
- Develop the ability to read aloud with expression and understanding
- Select appropriate resources to motivate, challenge and extend pupils effectively
- Identify pupils who require additional support and intervene at an early stage
- Monitor reading progress and levels of attainment closely
- Promote an ethos of achievement by setting high expectations and challenging targets
- Keep abreast of current educational thinking and practice.

Implementation

Curriculum Planning of Reading

Early Reading and Phonics

Building on what pupils already know about reading and stories, the teacher helps develop early reading behaviours through shared reading, e.g. holding a book the right way up and following the text from left to right, knowing that print carries meaning, identifying the protagonists in a story, recognising signs and symbols in environmental print.

The pupils develop curiosity and enthusiasm about print. They are able to select, read and talk about a range of fiction, poetry and non-fiction. They have many stories told and read to them and they have opportunities to retell narratives themselves. The focus, particularly at the early stage, is on developing understanding and conveying meaning of the texts they read rather than on reading words accurately.

Organisation of Phonics

At Emmaus we start phonics from day 1 of their school journey with complete fidelity to the Read Write Inc programme. In Nursery we talk-a-lot and read-a-lot. Our main focus is reading stories and rhymes to children and developing their language. We plan nursery rhymes and stories we sing and read over and over again – using the same actions and special emphasis every time. We spend a significant amount of our time in Role play together. We plan talk throughout the day to ensure children talk as much as possible. We teach grammar and vocabulary by building sentences orally throughout the day.

Children in Reception and Key Stage One will be taught Read Write Inc daily. Phonics skills are also embedded in writing and reading tasks across the curriculum. Class Teachers and Teaching Assistants deliver the programme, each addressing a particular phase or part of a phase. Children identified from our rigorous tracking receive Fast Track Tutoring and Pinny time to ensure they keep up.

Key Stage Two children, that have not secured their phonics knowledge, will continue to receive Fast Track Tutoring. Children are assessed regularly and books are sent home to match their reading ability.

Key Stage 1 and Key Stage 2

When children are ready to move off the RWI scheme they will be taught reading through the following activities.

Shared Reading:

Steps to Read Scheme

The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching, rehearsing and applying reading skills (word, sentence and text level).

Guided Reading:

Guided Reading takes place in a small group. At this stage the focus moves from the ability to decode to the deeper understanding of texts using a range of prediction, comprehension and inference skills. The texts chosen for these lessons will be matched to the children's reading ability with sufficient challenge incorporated.

Independent Reading: Children will be encouraged to read material which interests them, to assist them in fostering a genuine love of reading and help them to appreciate its value. During this time teachers may act as models reading their own chosen material, to reinforce the above philosophy Story Time: Teachers will select texts which are linked to a class' topic work or books to be studied in Literacy. These texts are read aloud by the teacher. We believe that giving children the opportunity to hear an adult/teacher read to them, develops a child's ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary

Impact

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. Children will make at least good progress in Reading from their last point of statutory assessment or from their starting point in Nursery. We intend the impact of our Reading curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

Teaching and Learning Styles

The development of reading skills should be explicit in that both pupil and teacher should be aware of situations when these skills are being taught and developed. Pupils should be involved in reading activities on a daily basis and there should be direct teaching of reading every day.

The class teacher has overall responsibility for the teaching of reading within his/her classroom but this work can and should be supported by parents, classroom assistants and older pupils. A team approach is essential when creating and establishing a reading culture throughout the school. All teachers will organise their teaching of reading through shared, guided and independent reading.

Contexts for Reading

Print in the Environment

Pupils should be encouraged to note print around them. Classroom notices should be discussed and produced together. These should generally take the form of phrases or sentences rather than individual words.

The class library

All classrooms throughout the school should have designated Reading Areas. Class libraries should be well organised and supported by attractive displays of fiction and non-fiction books which are inviting to the reader. Close attention should be paid to the size of the reading area to allow reading to be taught in comfort.

Silent Reading/ Reading for Pleasure

Pupils will be involved in silent reading on a regular basis. Pupils may choose books from either the class or school library at least once a week. During silent reading sessions the teacher should be aware of the need to be seen as a role model. They may therefore take the opportunity to silent read 'alongside' the children bringing in their own material.

Teachers need to ensure that there are systems in place for the selection of appropriate material for silent reading sessions. It is also important to allow pupils to know how long the silent reading session will be and how time is passing. Referring to the classroom clock assists pupils in their reading. It is frustrating to be told to stop reading without warning as this may mean children having to stop reading mid-sentence.

Contribution of Reading into other subjects

The skills that children develop in Reading are linked to, and applied in, every subject of our curriculum. The pupils' skills in reading enable them to communicate and express themselves in all areas of their work at school. We have a range of books that enable children to 'Read across the Curriculum'.

e.g.

Reading Links to Curriculum Planning Year 5

<u>Vikings</u>	<u>Rainforests</u>	<u>WW1</u>
• Viking Boy: <i>Tony Bradman</i> • Beowulf: <i>Michael Morpugo</i>	• Great Kapok Tree: <i>Lynne Cherry</i> • Save a Tree for Me: <i>Norma L. Gentner</i> • Life in a Rainforest- A tree top walk: <i>R Martin</i> • Up a Rainforest Tree: <i>Carole Telford</i>	• War Horse: <i>Michael Morpugo</i> • Private Peaceful: <i>Michael Morpugo</i> • One Boy's War: <i>Lynn Higgins Cooper</i> • Archie's War – My scrapbook • War Game: <i>Michael Foreman</i>

Resources

We aim to use a variety of good quality resources. The school employs a range of reading schemes, including Oxford Reading Tree, Phonics Bug, Bug Club, Collins Big Cat as well as using quality age related whole texts whenever possible. Texts are selected according to a child's needs and ability.

A choice of differentiated texts, including non-fiction is available throughout the school. The choice of reading books match children's levels of attainment. Role play materials, puppets, props and ICT resources are also used.

There is a wide range of age related novels available to support and extend all children. We use a range of comprehension resources to develop the children's understanding (Nelson Comprehension, Reading Reasoning Packs).

Assessment and Recording

Teachers assess children's work in English using formative and summative assessments. The formative assessments that teachers make as part of every lessons, help them to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use formative and summative assessments to measure progress against the key objectives, and to plan the next unit of work.

There are a variety of teacher and standardised assessments in use. These provide a record of what each child has achieved as well as informing ongoing planning. In the foundation stage, a foundation profile is built up during their first year. Phonics is assessed formatively through children's contributions in lessons and in their reading and writing. Summative phonic assessment takes place at the end of year 1 through phonics screening and in Year 2 for children who do not achieve the expected standard in the previous year.

In KS1, English reading and writing is assessed formatively through teacher assessment and when evaluating lessons. Teacher assessment is then recorded on the schools tracking system. The progress and attainment of the children is regularly tracked and discussed during intervention meetings. In addition, children in year 2 are then assessed summatively through end of year tests (SATs).

In KS2, reading, writing, grammar and spelling is assessed formatively through teacher assessment and when evaluating lessons. Teacher assessment is then recorded on the schools tracking system. NFER summative assessments are in use for years 3-5. These tests are used to assist teachers in making judgements and to confirm teacher assessment with evidence. Children in year 6 are assessed summatively through end of year tests (SATs).

Teachers keep informal records (e.g. spelling test results, progress reports) and marking comments provide information and feedback.

Extra-curricular activities

The school provides to following extra-curricular activities:

- Booster sessions for more secure readers.
- Booster sessions for targeted children in reading.
- Book clubs to promote reading for pleasure.
- Book Fairs to promote reading for pleasure.

Our statement of SMSC

Through our varied curriculum our children will have...

- A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- imagination and creativity in their learning
- A willingness to reflect on their experiences.
- The ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives

- An understanding of the consequences of their actions
- A willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

Date: -September 2022

Date of next review: - September 2024