

English Martyrs Catholic Voluntary Academy
Reading Policy



“ We learn and grow as a family in the footsteps of Jesus”

Approved by: HT
Alison Chambers

Date: Jan 15th 2020

Last reviewed on:
Jan 2020

Next review due by:
Jan 2022

‘We shouldn’t teach great books we should teach a great love of reading’

B.F. Skinner

Rationale

At English Martyrs CVA we believe in both the importance of developing children’s discrete word-reading skills and comprehension, and the need to develop their love of books and reading. We recognise that the two elements are intertwined; each relies on the other if children are to become life-long readers. Every child deserves the chance to become a reader. For many children, including those growing up reading is a passport to the world. The benefits of reading go beyond the opportunities offered by being well-read with a good command of English. Reading great literature opens children up to ideas, experiences, places and times they might never otherwise experience in real life. Reading for pleasure gives opportunities to learn about a multitude of things that cannot be covered by a school curriculum, in a household where reading is not valued, school will be the key place where they come into contact with books.

Intent

To promote high standards of reading, our intent is to ensure that all pupils:

- read easily, fluently and with good understanding
- develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers

- develop reading strategies and skills, accuracy, fluency, understanding and response to texts
- develop the ability to use and manipulate a variety of texts, both fiction and non-fiction
- develop children's experiences through a variety of texts including the use of libraries, ICT and other available media

Implementation

Phonics

At English Martyrs we follow the letters and sounds documents, principles and practice across the Foundation stage and KS1. This is supported by teachers using resources from other phonics schemes where necessary to support the effective delivery of phonics lessons by catering for all the children's needs. Please refer to the separate phonics policy.

Whole Class Reading

Children in year 2 and above will be taught reading comprehension skills through a whole class approach using VIPERS in KS2 and a condensed version in year 2 once a week. The children will all be exposed to a variety of texts including fiction, non-fiction and poetry. All children will be encouraged to read aloud as part of this teaching as well as adults modelling reading aloud during the lesson. Each lesson will always include vocabulary introducing the children to a range of rich vocabulary as well as focusing on one of the VIPERS skill with an opportunity during the lesson for the children to answer written comprehension questions.

Individual Reading

All children will have at least one individual reading book either from the schools reading scheme or the school library free reader books which have all been book banded to ensure that the book is matched to the reading age of the individual child. Children in Foundation Stage will have their books changed by an adult when they have been read 2-3 times, children in KS1 and KS2 will change their own books when they have read them at least twice through.

Highlighted readers will read at least 3 times per week with an adult. In EYFS and KS1 everyone in class will be listened to by an adult once per week and by the teacher once per fortnight (this can take the form of key words, sounds or individual reading books). KS2 will be listened to by an adult once per fortnight and by the teacher at least twice per half term. This will be recorded in the child's reading record. The teacher monitors each child's progress on a regular basis and set targets based upon this. Key Stage 2 children are encouraged to keep their own record of the books they read. They are expected to make a short comment upon a book once it has been finished, in their reading record.

Individual reading is valued at English Martyrs and opportunities for children to discuss reading content and vocabulary will be provided regularly in each class. Book reviews will be set as part of our homework activities termly and discussed in class to ensure there are opportunities for children to share reviews and encourage one another to read a volume of books independently.

There are opportunities planned for children to read aloud to a variety of audiences. These could be through directed activities in a curriculum area, whole class reading, Masses and liturgies or performances to audiences including whole school and families.

Reading across the curriculum

All staff are aware of the importance of reading and realise that the curriculum cannot be accessed appropriately by a child if they do not have the necessary reading skills as well as the importance of gaining knowledge from reading. We promote the importance of using books as a hook into a topic or theme for learning and we expect reading activities to be part of our whole curriculum embedded into all teaching.

Impact

Children are assessed in line with year group reading expectations and targets set for each individual child. Formative assessment is recorded using the school's internal tracking system and individual children discussed regularly at pupil progress meetings. Interventions are put in place for children where necessary and regularly reviewed as part of the whole school provision. Children are tested on a regular basis for phonic knowledge and spelling capability as well as year one children onwards participating in a summative reading assessment at the end of each term where reading ages are checked to assess progress over time.

Their reading ages are also checked termly to assess progress over time. The results from this are compared to the children's chronological age. Children analysed as not achieving well enough become regular readers. Year 1 children are assessed against the Government's Standardised Phonics Assessment in the summer term.

Year 2 and Year 6 children are assessed using the Government's standardised Reading Test [SATs].

Data from all assessments in Sept /Dec/March/ July is shared with senior leaders and next step decisions are considered and intervention strategies put into place to address any underachievement.

Expectations of parents

Parents are expected to listen to their child read at least 3 times a week as part of our homework expectations and ask questions about the book to check comprehension, making comments in the reading record.

Discussions about the books read and understanding of issues covered help to improve reading skills. Parents are encouraged to sign the reading record as frequently as they read. Children are rewarded for reading at home through our whole school reading challenge which is adapted yearly.

Children are encouraged to take place in the schools reading challenge which sees incentives for milestones reading in terms of reading frequency at home. Each **day** that the child reads at home the teachers will mark off a box on their chart. Once the child reaches certain milestones they will be rewarded with a prize.

25 reads - certificate

50 reads – certificate

75 reads– certificate

100 – bookmark

150- reading medal

200 – book to keep

Library

The School Library contains a variety of Fiction and Non-Fiction books. All children are entitled to borrow Library Books. There will be the opportunity to change library books once per week. Library books all contain a bar code and books must be signed out by a librarian.

School librarians assist with the running of the library, they also run weekly reading activities for the children including a weekly story telling session and termly book swops.

Reading buddies are trained in school to support younger children with reading activities and designated time slots are built in weekly.

A visit to Oakham Library will also take place for the children once a year, preferably in Advent 1 to allow the children a chance to experience Libraries and encourage family members to continue the visits.

The role of Teaching Assistants

Teaching Assistants are expected to take an active role in supporting children with their reading as directed by the Class Teacher. This can include working with groups of children during the English lesson, leading phonics groups or hearing individual children read.

Teaching Assistants can also run intervention reading programmes such as Precision teaching and taming tricky words across both Key Stages.

The Role of Volunteers

The school encourages people who have some time to come into school to hear readers. The volunteer will be allocated to a class teacher who will then select children who would benefit from the extra reading to an adult.

The class teacher is responsible for ensuring that the volunteer has the support needed to help them carry out the role effectively.

The teaching of reading is greatly helped if there is strong communication and support from parents.

SEN and Equal Opportunities

Those children who, as a result of assessment or normal classroom activities, are identified as needing extra support will be monitored closely by the Class Teacher and the SENDCO.

Specific interventions will be put in place to support those children. A differentiated, phonics based, structured reading scheme will be implemented as part of an agreed Pupil Passport. Other intensive programmes may be used if the need arises. Parents will always be informed and involved.

EAL

Children who have English as an additional language, e.g. who speak Polish, will have tailored support from the school to help develop their early mastery of English. Dual language books and resources will be used.

Reading environments and Displays

There are opportunities for pupils to experience print around them through classroom notices, labels and signs. These should be discussed with the children and should take a variety of forms such as single words, joined up font, phrases and complete sentences.

All classrooms will have a class library of books which must be well organised and easily accessible within an attractive reading area.

All adults must be good role models for children in modelling reading aloud to the class daily.



Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
		Year 3 / Primary 4	7-8 years old
9			
10			
11			
12	Grey		
13			
Year 4 / Primary 5	8-9 years old	14	Dark blue
		15	
Year 5 / Primary 6	9-10 years old	16	Dark red
		17	
		18	
Year 6 / Primary 7	10-11 years old	19	Dark red
		20	