

English Martyrs Catholic Voluntary Academy
Reading Policy



We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.

Approved by: HT
Alison Chambers

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'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 teach phonics through a daily systematic synthetic phonics programme. We teach five different phases of phonics beginning with environmental sounds and then moving through a range of grapheme phoneme correspondences. Each phase builds on the skills and knowledge of the previous learning. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual or that children have not yet been taught. When they are ready, children progress from books without words to simple stories with words and sounds. Please refer to the separate phonics policy.

Whole Class Reading

Children in EYFS and year 1 begin to explore texts above what they can read for themselves through talking books. 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. Most 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. We celebrate individual reading through our reading challenges where children are rewarded for reaching different milestones for reading at home. This helps to raise the profile of reading across the school.

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.

Book Spine Books

We want our school to be a place where children are read to, enjoy, discuss and work with high quality books. Great books build the imagination. The more we read aloud expressively, and the more children are able to savour, discuss and reinterpret literature through the arts, the more memorable the characters, places and events become, building an inner world. We have provided the Pie Corbett reading spine in our classrooms so that children have access to these high quality texts. Each great book develops the imaginations and builds on children's vocabulary and language skills.

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 two children onwards participating in a summative reading assessment at the end of each term where reading ages are checked to assess progress over time. The results from this are compared to the children's chronological age. Children analysed as not achieving well enough are encouraged to 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.

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide

and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

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

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

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.

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.

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 and print, 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.