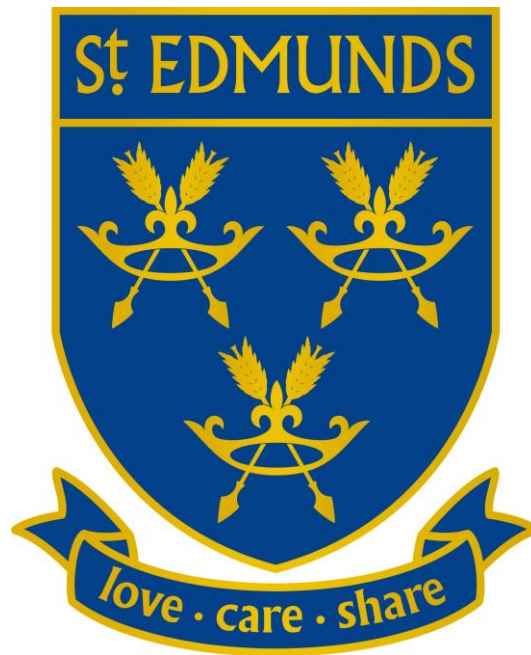


# St Edmund's Catholic Primary School



## Reading Policy

**November 2020**

The policy below has been reviewed in light of the Covid-19 pandemic. Amendments will be numbered and listed at the bottom of the document.

## **Contents:**

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### **Introduction and aims**

At St Edmunds, we believe that Reading is the gateway that opens doors to all subjects. We recognise that Reading is essential for our pupils to be successful in learning and in life.

This policy aims to:

- To read fluently and independently for purpose, pleasure and learning.
- To read a range of texts.
- To use a range of strategies to decode unfamiliar words.
- To retrieve, select and describe information, events or ideas.
- To infer and interpret information, events or ideas.
- To develop understanding of word meaning.
- To explain, comment and discuss texts read.
- To encourage enthusiastic and expressive readers.

### **Legislative requirements and non-statutory guidance**

This policy is written with reference to:

National Curriculum Primary programmes of Study for KS1 and KS2.

### **Roles and responsibilities**

#### **Subject Leader**

**Martin Harding – Literacy Coordinator**

#### **The Head teacher and Senior Leadership Team (SLT)**

The Head teacher and SLT will review all curriculum policies every two years and through monitoring and assessment procedures will look at the strategic overview of how this policy is being implemented.

### **The governing board**

Curriculum governors will review this Reading policy in conjunction with the Head teacher and monitor the policy's effectiveness.

### **Teachers**

Teachers will ensure that their planning and teaching reflects the practice and procedures outlined within this policy, having regard also to the progression of skills map.

## **Curriculum planning**

### **Early Years Foundation Stage**

The Foundation Stage plan in line with the Statutory Framework for Early Years and Foundation Stage, Early Learning Goals, Letters and Sounds and The Power of Reading Schemes.

### **Key Stage One**

Key Stage One plan in line with the Power of Reading scheme and the National Curriculum.

### **Key Stage Two**

Key Stage Two plan in line with the National Curriculum.

## **Teaching and Learning**

Reading begins in the Foundation Stage through sharing whole class books (Power of Reading) and books with simple or no text so that children can learn how to tell a story using images. There is an emphasis on children learning to decode through daily phonics teaching (Letters and Sounds) and developing their sight vocabulary for common exception words. In guided reading, the children are introduced to basic comprehension skills and expected to give verbal responses. They will also be taught such skills as: turning the page, looking at picture cues, locating the title and following the words from left to right with their finger. Children and parents have access to differentiated online books at home, through the Bug Club platform in both the Foundation Stage and Year 1.

In Key Stage One, the children continue learning to decode through daily phonics teaching (Letters and Sounds) and developing their sight vocabulary for common exception words. Reading strategies are established through individual reading with a teacher, teaching assistant or adult helper. Each child will be listened to read every two weeks. Those that require extra support become target readers, who are listened to three times a week. This intervention continues all the way up to Year 6.

In Year 2, children are introduced to the VIPERS reading programme which focuses on specific comprehension skills such as: vocabulary, inference, prediction, explanation, retrieval and summarising. Each week the guided reading session will focus on a different skill. Years 2 to 6 use the VIPERS scheme but work on different levels (Stages 1-6). The higher stages use more challenging texts, ambitious vocabulary and focus on all of the VIPER skills, whereas the lower stages may focus on the simpler, initial comprehension skills.

Guided Reading provides an opportunity for the teacher to teach reading in relation to the differentiated needs of pupil groups and to introduce a variety of fiction, non-fiction and poetry texts. It also provides children with strategies for answering a range of comprehension questions in their classwork and test situations, with adults modelling the different types of answers.

## **Assessment**

All children will also be informally assessed during guided reading sessions and when reading 1:1 with an adult. This will then be recorded on their reading record sheets.

In the Foundation Stage the children's reading will be formally assessed against the statutory framework for the early years foundation stage and at the end of the year, the Early Learning Goals.

In Key Stage One, the children's reading will be assessed through the Phonics test, reading 'I can statements', past SATS reading papers.

In Key Stage Two, the children's reading will be formally assessed using the NFER reading tests and past SATS reading papers in Year 6. They will also be informally assessed during guided reading sessions and when reading 1:1 with an adult.

## **Inclusion and Equal Opportunities**

Guided reading provides an opportunity for the teacher to teach reading in relation to the differentiated needs of the pupils within a group setting. Children who require extra support, will become Daily Readers (who will be listened to read by an adult at least three times a week) and reading intervention groups are organised to consolidate their knowledge. Phonics booster groups provide support for those children who need extra help developing their phonics knowledge in Key Stage One. After school tuition is offered to all Year 6 pupils in preparation for the SATS reading test.

## **Additional opportunities and Community Links**

When we celebrate World Book day each year, the children are given the opportunity to choose a book from the book fair. These are funded by the school. Also, a poet will conduct engaging workshops attended by all the children, apart from the Year 6s, who attend a Romeo and Juliet workshop performed by The Young Shakespeare Company. In July, representatives from Edmonton Green Library will deliver a whole school assembly promoting the summer reading challenge. All classes have access to Bookflix to share a story with their class.

## **Monitoring and Evaluation**

The subject leader will take responsibility for monitoring the effectiveness of this policy in school practice on a day to day basis, taking part in monitoring of their subject through learning walks, book scrutinises, moderations and discussions with children and class teachers throughout the year.

They will assess school practice against the aims and objectives set out at the beginning of this policy and provide evidence of the policy in practice. This could take the form of:

- Book scrutinises
- Learning walks
- Borough moderation sessions
- Tracking meetings after every round of assessments.

The Head teacher and SLT will meet with subject leaders [once a term?] to evaluate the impact of this policy and identifying actions to remedy any problems arising or address any changes in practice.

This policy is to be reviewed in November 2022.

**Covid-19 Amendments**

Book scrutinises, learning walks and moderation sessions will not be able to happen due to bubble restrictions.