



St Cuthbert's Catholic Primary School

Reading Policy

St Cuthbert's Mission Statement

God made us all unique
To learn, live and grow
To show care, concern and friendship
To be the best we can
Showing Christ's love in all we do.

St Cuthbert's Catholic Primary School

Reading Policy

There main purposes to this policy are:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To create a rich and varied reading culture within our school which promotes a love of reading.
- To ensure that every child can read age appropriate texts fluently, accurately, comprehensively and with a sense of enjoyment by the age of 6.

The importance of reading to the curriculum

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate a range of strategies, including applying graphic knowledge and developing word recognition however, these essential reading skills are best taught through our comprehensive approach to phonics and the teaching of 'Letters and Sounds'. (Please see our 'Teaching Phonics' Policy)

Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter that pupils come to understand how writers write and the special relationship which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it.

The teaching of reading skills in EYFS/KS1 is a priority if all children are to become confident readers by age 6.

Reading Scheme

At St Cuthbert's we use the Oxford Reading Tree (ORT) scheme from Reception through to Year 6 as our core reading curriculum. This is supplemented by other book providers to ensure that the children have access to rich and varied reading opportunities and a range of diverse texts.

Daily Phonics Session EYFS/KS1

A phonics session is taught everyday to the whole class by the class teacher. Children who have fallen behind and who are not working at age related expectations should be included in a booster phonics group lead by a teaching assistant to enable them to catch up or close the gap between them and their peers. (Please see our 'Teaching Phonics' Policy)

KS2

It is anticipated that most children will know their letters and sounds by Year 3. However, in some cases it may be necessary to revisit some phases in the 'Letters and Sounds' programme during whole class teaching sessions during the Autumn term to consolidate previous learning. If any children have fallen behind in their phonic knowledge and application, it may be necessary to include them in a small group where a teaching assistant can deliver a specific phonic programme, e.g. Letters and Sounds or Direct Phonics, depending on individual children's needs.

Individual Reading

EYFS/KS1

Every child in EYFS/KS1 needs to be heard to read at least once a week by either the teacher or teaching assistant. Every child should have a home/school reading record.

Reading books should be changed on a regular basis and noted in the child's individual reading record. Each group in a class should have their book changed on the same day and this information should be shared with parents to encourage them to hear their child read.

KS2

Any children who are not achieving age-related expectations should be heard to read by the class teacher or teaching assistant at least once per week. As in EYFS/KS1, these children should have an individual home/school reading record.

Shared Reading

In shared reading the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. The pupils, the learner readers, join in where appropriate with the reading of the enlarged text - singly and/or chorally. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class.

Guided Reading

In guided reading, the responsibility for reading shifts to the learner. The teacher structures all reading tasks with pupils, who are grouped by ability, are required to read and respond to the text themselves with the teacher supporting. Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. This enables pupils to read the text with sufficient ease but with a limited amount of challenge. It is intended that guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with reinforcing and extending strategies and/or objectives already taught in shared reading.

KS1

All children need to be included in a Guided Reading group at least once per week, lead by the teacher or teaching assistant. Any children who are not achieving age-related expectations should be included in a Guided Reading Group at least twice per week. Any books used can be linked to the English unit or any cross-curricular work being covered at the time but this is not essential.

KS2

All children who are not achieving age-related expectations should be included in a Guided Reading group at least once per week. Children who are also in phonic intervention groups taking place during the morning session should be included in a guided reading group at least once per week.

Daily Read Aloud

Teachers should be reading a novel to their classes for 10 – 15 minutes every single day.

Assessment of reading Skills

The assessment of reading skills is done primarily through individual, group and whole class reading activities. To plan and assess for reading in the EYFS, we use the Early Years Outcomes and to plan and assess for reading in KS1/KS2, we use the Step Grids. As well as

any assessment information in relation to reading gathered through various teaching and learning activities, there is also a selection of published materials, all linked to Curriculum 2014, to support teachers in their professional judgements. These judgements are moderate across phases and across the whole school to ensure that assessment judgements are accurate and next steps in reading development identified.

Reading for Pleasure

Reading is of course not restricted to teaching and learning in English. Many opportunities are provided for pupils to practise and extend their reading in other subjects. Reading for pleasure and enjoyment is given a high priority and sufficient curriculum time is set aside for this. Library visits and any other reading related activities are used effectively to foster a love of reading.

Continuous Professional Development

Additional adults, including educational support assistants and parent or community volunteers, are used to provide further support. All educational support assistants receive appropriate training and attend in-service sessions in school. In addition, they are encouraged to develop their knowledge, understanding and teaching skills further through external training courses. Teachers provide individual guidance for voluntary helpers. This is supported by workshops and guidelines produced by the English subject leader.

This policy will be reviewed when necessary.