

ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



READING POLICY

Mission Statement

At St Francis of Assisi Catholic Primary, God is at the heart of our school
We try, everyday, to follow Jesus' commandment 'Love one another as I
have loved you'

We do this through love for our families, our friends, and our school

We respect our environment and recognise our responsibility for it

We encourage in each other a love of learning

We rejoice in each others' uniqueness

We place prayer and worship at the centre of everything we do

We are a community of love dedicated to God

Our school is somewhere **We** can grow together

Whole school intent

At St Francis of Assisi Catholic Primary School, we are deeply committed to developing the gifts and talents each pupil has been given by God. The school's direction stems from its Mission Statement, 'Inspiration – We love to learn and achieve'.

We deliver an engaging and challenging curriculum for every child that attends our school. The National Curriculum forms the foundation for all learning, which has been carefully sequenced to ensure that all children, in particular the disadvantaged and those with Special Educational Needs, are exposed to the richest and most varied opportunities that we can provide.

We have ambitious expectations and will support the spiritual wellbeing of each child by instilling the knowledge, skills and understanding that they need to be aspirational, successful young people, who are confident and well-rounded in an ever-changing world.

Intent

We believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers.

At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative, thought provoking texts.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study. We recognise the importance of taking a consistent and robust approach to the teaching and learning of all those children in the early stages of reading. Followed by a challenging and engaging 4 part structure which allows children to question, comprehend and dive deeper into quality texts. We are ambitious for all children and individual needs are continually assessed to ensure children leave St Francis of Assisi school with a solid foundation from which to progress in the future.

A Culture of Reading

Developing a culture of reading at St Francis is fundamental to the progression of the children not only in reading but across all other subjects.

In classrooms teachers will place a high value on books and reading by:

- Ensuring that the classroom has a well-designed and looked after book corner

- Adhering to whole school policy of a 15 minute reading slot every day after lunch in KS2 for children to read for pleasure.
- Planning ambitious whole class reading sessions to encourage fluency, inference and comprehension.
- Ensuring that reading aloud of aspirational and engaging texts happens regularly.
- Quality texts are chosen for both Reading and English lessons
- Acting as role models in their enthusiasm for both reading and writing

The school will provide additional events and activities to widen the scope of reading such as:

- Regular trips to Crawley Library
- An annual Book Week that celebrates reading
- A refurbished library

Assessment

Reading assessment in EYFS, KS1 and KS2 happens regularly through formative assessment. Adults act quickly and accurately to ensure children are challenged, supported and encouraged throughout their learning journey.

KS1 assessment:

Children undertake phonics assessments half termly. This is to highlight sounds which the children need more support in learning. Information is shared with parents and these assessments are used to level children on Big Cat book bands and support children through targeted intervention so children can keep up with phonics teaching. Children are also assessed half termly on their tricky word knowledge through the use of tricky word bookmarks which go home with children.

Furthermore children in KS1 will take part in a reading assessment to generate a reading age. This happens termly and is used to identify where intervention and extra support is needed.

In addition to this, children in Year 2 will complete regular comprehension reading papers to assess children's comprehension of a text. In year 1 children will take part in group reads where the teacher will verbally check a child's understanding of a text through targeted questions. In the summer term children will begin to complete comprehension tasks in a written form when they are ready to do so.

Termly PLR's and SEND PLR's allow staff to discuss children who are in need of extra support, including the bottom 20%, which then forms a focus priority for weekly interventions with trained staff (where necessary).

KS2 assessment:

Children take part in termly formal summative NFER reading assessments. Results are discussed at termly Pupil Learning review meetings and a question analysis is carried out to highlight areas that need to be addressed in planning.

In addition to this, formative assessment is carried out daily during the 15 minute reading slots timetabled in all classrooms after lunch. During this, teachers and TA's are listening to children read, checking suitability of books and questioning their understanding of texts.

Termly PLR's allow staff to discuss children who are in need of extra support, including the bottom 20%, which then forms a focus priority for weekly interventions with trained staff (where necessary).

Book Corners

Book corners are a staple of every classroom at St Francis of Assisi Primary School. Teachers are expected to organise their book corners at the start of the year and maintain them with the help of the children.

Book corners should contain the following:

- A range of age related texts (with options that will stretch and challenge as well as texts that can be accessed by lower ability readers).
- A comfortable space for children to sit and read – this could involve soft seating, cushions, beanbags, rugs etc.
- Key questions that children can think on when they are reading independently.
- A system for organisation for texts that is appropriate and accessible for the children to use.

Library Area

The library area is organised into four areas: Non-fiction books, Year two/three transitions books, KS2 fiction and a section for books aimed specifically at lower KS2. A number of steps have been taken to promote a love of reading:

- Complete series of books have been purchased
- A list of recommended books for each year group has been collated. Lists are available for children to tick off books as they read.
- Lists of the new books will be available in both the library and classrooms to help children select their next book.
- All new purchased books have been labelled with age recommendations.
- Teachers are encouraged to select class reads from the year group list.

Children in Key Stage Two have a weekly timetabled slot where they are encouraged to browse the library and exchange their books. In addition, the library is open at other times so children can exchange books when needed.

Home School Reading

Developing strong links between home and school reading is vital in ensuring children become lifelong readers. The school will support parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly for both independent reading and books to be read aloud. Children are encouraged to read each evening as part of the school's homework policy and this work is supported through their Reading journals.

Independent Reading

Pupils will be given opportunities for independent reading of their reading scheme/library books during the school week. All children will have a reading book, chosen by them, at an

appropriate level which the class teacher will monitor regularly. If children want to read a book that is currently beyond their ability level, we will encourage parents to share the book at home with them. Children will be given the opportunity to change their library and stage books as often as needed. All reading is recorded in the children's Reading Journals.

Vocabulary

Vocabulary acquisition is of high priority at St Francis. We strongly believe that a rich vocabulary is essential for reading and academic success. Improving vocabulary is embedded in both reading lessons and across the curriculum. Through class texts and across all curriculum subjects, specific tier two vocabulary is selected by teachers to be shared and discussed with the children. Tier two words are sophisticated words, more commonly used by mature language users. They are more commonly found in written text and children mostly learn these through interaction with books. These words appear on the class displays because they extend the children's working vocabulary and add a level of maturity to their writing. In Key Stage Two children are encouraged to collect higher level vocabulary in their English books to refer to when writing.

Implementation

Reading lessons in KS1

The teaching of reading can be broken down into 'Word Reading' and 'Comprehension'. Word reading is initially taught through phonics (Grapheme-Phoneme Correspondence). A new scheme 'Song of Sounds' has been introduced into EYFS and Year one. Systematic phonics

lessons are taught daily in the EYFS, Year 1 and Year 2 if necessary. This underpins the teaching of early reading. Song of Sounds is a dynamic hands-on scheme with interactive and engaging sessions.

Children in Year 1 and 2 participate in Guided Reading which develop both word reading and comprehension skills. A different focus group is taught by the teacher or teaching assistant where the children will be taught new skills in order to progress with their reading. These skills are based on the teachers' assessment and the children's next steps. Further to the focus group, a carousel of activities is undertaken by the children working independently. These activities are either linked to the texts the children are reading and promote the independent application of skills previously taught or have a link to spelling or vocabulary acquisition. In addition, quality texts are at the heart of daily English lessons where comprehension skills are further developed and texts are used to model writing skills.

Reading lessons in KS2

In KS2, reading is taught through a whole class guided reading approach. Reading sessions are timetabled daily in the morning. Across the week, a four-part method is followed:

Lesson 1: Vocabulary and knowledge for the weekly text is pre-taught. Opportunities to revisit previously learnt vocabulary is also integrated into the lesson.

Lesson 2: A vocabulary rich text is read. During this time the teacher will model reading with expression and children will have the opportunity to read to partners and the whole class.

Lesson 3: An objective is chosen and shared with the children in the form of a 'Can I' statement. A section of the text is analysed in greater depth allowing children to discuss vocabulary choices and how the text has been structured.

Lesson 4: Children will discuss and answer comprehension questions based on the weekly text. Comprehension skills are planned to ensure coverage of all content domains and clear objectives are used to ensure progression across the key stage.

Differentiation can be achieved in many ways: the difficulty of the text the children are working on; the questions the teacher is asking them or the level of support they are receiving. The outcome of the lesson is often written but not always. Teaching the whole class the same objective allows the teacher to focus on one objective in depth and better prepare children for the expectation of written responses at the end of KS2.

Every day after lunch children in KS2 will be given the opportunity to read independently and during this time the class teacher will facilitate discussions regarding the books children have chosen and would recommend. The class teacher will also use this time to read with identified pupils and monitor the appropriateness of their book selections.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent and confident word readers by the end of Key Stage1. 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

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