

## Subject Policy: Reading

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We believe all children can shine at St Matthew's and we strive for every member of our school family to succeed and flourish with us.

As a church school, we embody our values of respect, kindness, aspiration and perseverance in all we do. Therefore, every family from across our community is welcomed at St. Matthew's and we are proud of our diversity. Our curriculum reflects this and we pride ourselves in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the Science curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

As a school, we have high aspirations for our children, and our vision for children to 'let their light shine' reflects this. Our '**Shine Curriculum**' encapsulates everything we desire for our children as they leave us and move on to their next stage of education. We aim to provide our children with a primary education they will always remember and treasure.

## OUR SHINE CURRICULUM



This policy should be read in conjunction with the Teaching and Learning Policy, Curriculum Policy and Assessment Policy (including the Marking and Feedback Policy).

## Intent

Reading lies at the heart of the curriculum at St Matthew's. We are dedicated to enabling our children to become lifelong readers and we believe reading is key for academic success. We want our children to foster a love of language and literature through the use of high quality texts and books to inspire, excite and engage our children.

All staff understand that reading is an essential skill to enable pupils to fully access the curriculum, giving them firm foundations for future learning.

At St Matthew's Primary School, we aim to:

- Create a reading environment that encourages children to become willing, critical and thoughtful readers.
- Stimulate children's imagination, enthusiasm, and their knowledge of the world by introducing a wide range of literature from diverse cultures.
- Encourage familiarity with a range of significant and lesser-known authors and illustrators and develop opinions about their work.
- Develop children's reading through the use of progressively more challenging and demanding texts, so that each child achieves the highest level possible in reading attainment, defined by National Curriculum and Early Years outcomes.

At St Matthews Primary school, we aim for our children to be able to:

- Be life-long readers who read for both pleasure and purpose.
- Enjoy, engage with and understand a range of text types and genres.
- Read for information, interest and enjoyment.
- Understand the features of a book and how it works.
- Know that the letters on the page represent the sounds in spoken words.
- Have an interest in words and their meanings.
- Use a range of strategies which will help them to read with meaning, fluency, accuracy and expression.
- Use appropriate reading strategies to find and interpret information.
- Reflect on their reading through high quality discussions with their teacher and peers.
- Express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary.
- Offer a personal response to a wide range of texts.
- Understand how the structure and language change with different genres.
- Foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form.
- Use inferential skills to find meaning beyond the literal.
- Appreciate the work of individual authors, illustrators and publishers.
- Read widely across the curriculum.
- Have high expectations of books as sources of enjoyment and information.

## Implementation

Strategies are in place within school to develop each of the key areas of English, ensuring coverage of the National Curriculum 2014, and systematic coverage of key skills.

*Planning, Teaching and Learning*

#### Early Reading - Read Write Inc. Phonics

- From EYFS to Year 1, phonics is taught through discrete, daily lessons following the Read Write Inc. phonics programme. Year 2 children work on consolidating their phonic knowledge and improving fluency and speed of reading during the first term, then move on to following the Read Write Inc. Spellings programme.

#### Whole Class Reading - SPIDER Reading

- From Year 2 (Spring term onwards) to Year 6, children follow the whole class reading scheme, SPIDER reading.

In Year 2, each strand of SPIDER stands for:

*S - Sequence, P - Predict, I - Infer, D - Decode, E - Explain, R - Retrieve*

In KS2, each strand of SPIDER stands for:

*S - Summarise, P - Predict, I - Infer, D - Decode, E - Explain, R - Retrieve*

The consistent approach, when using terminology, helps to ensure children have a strong understanding of each reading strand.

- Whole class reading lessons are taught daily in Year 2 to Year 6. Texts are mapped out on the reading long term plan, and these create each year groups 'Great Crate Books'.
- From Year 2 to Year 6, all children have a reading book to record work in. There should be at least 3 pieces of written responses per week. These may be independent, guided, formal or informal responses to reading. These books should reflect the pride and importance of reading.
- From Monday to Thursday, children complete reading lessons based on their focus text, and on a Friday children complete a 'check it' independent assessment task which is designed to check children's independent application of the SPIDER reading skills covered that week (and earlier). These are teacher marked each week, and are used as both formative assessment to inform future planning, as well as summative assessment. Teachers refer to their year groups NFER tests/SATs tests and use the 'check it' activity as an opportunity to use a range of different question formats and styles.
- 'Comprehension Ninja' and 'Cracking Comprehension' are used to support specific reading skills and strands in reading lessons where appropriate or required.
- During whole class reading lessons, the teacher models a number of effective reading strategies, which the children learn to use for themselves. This then equips them with the necessary skills to be successful readers. For example, fastest finger first (FFF) teaches children to identify key words in questions, skim read the text to find keywords, and read around the word/s to see if they have found the answer to the question.
- Children are explicitly taught each reading skill through a range of high-quality texts. The text used in reading lessons may not nor need not necessarily link to the work in other areas of the curriculum, although there are 'Great Crate Books' in each year group which can link closely with the English focus text or the topic being taught within non-core subjects.
- Lessons are progressive, for example children may begin a lesson by working with the teacher to infer from the text, and this will progress to them applying this skill independently.
- Yellow highlighters are used for written responses when children answer inference questions. In their written responses, children highlight evidence in which they have taken directly from the text to support their answer.
- Some reading lessons have a clear focus on one particular skill, whereas other lessons may consolidate different skills e.g. some inference, retrieval and prediction.
- Within a lesson, children will be given opportunities to work in groups, pairs (with their reading partner) and independently.

#### Shared Reading

- In shared reading the teacher's role is to make overt what good readers do.

- During shared reading the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to deeper understanding of the text.
- Shared reading should have a specific focus and all abilities should be included in discussions through differentiated questions.
- Shared reading should take place within English lessons and also through the reading of information texts related to other curriculum areas.

#### Individual Reading

- All children will be heard read on an individual basis regularly in school according to their needs.
- Children will read with a variety of adults in school, including reading volunteers, as well as by their class teacher.
- Children of all abilities will read to adults in school until the end of Year 6.
- Children have access to their class libraries and will be supported in finding books that interest them.

#### Learning Environment

- Each classroom has a class library to encourage and motivate children to read. These areas provide a comfortable and relaxing area where books can be shared and enjoyed and are changed on a regular basis to ensure that interest is maintained.
- Each half term, an author of the month is displayed in each year group's class library. The purpose of this is to expose children to a diverse range of authors, as well as the key texts of various authors allowing them to compare and contrast writing styles and to support them when establishing their own writer's voice.

#### Story Time

- Throughout school, story time is implemented into the daily timetable to promote the love of reading. This is where teachers and support staff read regularly to the children modelling the use of intonation and expression to bring characters to life and to expose the children to a wide range of literature such as stories, poetry and information texts. This helps to extend children's vocabulary and comprehension, as well as support their writing.

#### Home Reading

- Each week, children will take home up to three home reading books, depending on their year group and phonics/levelled book band stage:
  - RWI Phonics Book Bag Books - For those children working through Read Write Inc – usually Reception/KS1
  - RWI Black and White Phonics Book - For those children working through Read Write Inc – usually Reception/KS1
  - Book Band Collection – For those children working through coloured book bands
  - Library Book - Reading for pleasure
- Children will have their book changed once a week.
- At St Matthew's we use a program called GoRead to log children's reading at home. This prevents the need to send paper reading records back and forth between school and home, and prevents a loss of reading history if reading records are lost.
- Parents and carers of all children in the school can log pages children have read, add a comment and highlight any tricky words or sounds. Children in Year 3 and above also have the option to log the pages they read themselves, and may be able to add their own comment if this has been enabled for them on that particular book.

- Parents and carers are also able to add books from home that their child reads.
- Each time reading is logged on GoRead, children receive gems that they can use to buy and collect virtual cards.
- Reading is regarded as a regular homework activity, and children are encouraged to read for 5 minutes every day. To encourage children further, a 'Regular Reading Raffle' has been introduced. Every week, children receive a raffle ticket for each read they record at home on GoRead. Each read is counted from Friday to Friday. A winning raffle ticket is drawn every Friday in each class, and that child is able to choose a book from the 'Regular Reading Raffle' trolley to take home and keep.

#### Promoting Wider Reading

- Parent and carer workshops are mapped into the school calendar every school year, including:
  - Phonics Parent Workshops – A chance for parents and carers to work with their child in school and learn how best to support their child with phonics.
  - Reading Parent Workshops - An opportunity for parents and carers to learn how to support their child with their reading.

Within these sessions, parents and carers are able to observe how phonics and reading are taught within school, and gain advice on how to support their children at home. Where appropriate, support packs with resources to use are provided for parents and carers to take home.

- Events are planned across the year to promote reading. These often include book week, the celebration of World Book Day and World Poetry Day, book sales (working alongside a local bookshop) and author visits.
- To promote a love of reading amongst adults at school, and for children to view adults as reading role models, a grown up book swap trolley is available for staff, parents and carers to access.

#### *Inclusion*

- All children are exposed to high quality texts and discussions, despite potential barriers to their word reading and comprehension.
- Teacher's use the knowledge of their class to pre-teach, adapt questions, adapt the amount or part of the text read for children with specific needs.

#### *Leadership, Assessment and Feedback*

- Work is marked and immediate feedback given in line with the St Matthew's Learning Policy.
- The weekly 'check it' is teacher marked and is used as both formative assessment to inform future planning, as well as summative assessment. The marked 'check it' should be kept in books and shared with children to provide them with feedback on their independent work.
- Formative assessment within *every* lesson helps teachers to identify the children who need more support to achieve the intended outcome as well as those who are ready for greater stretch and challenge through planned questioning or additional activities.
- Ongoing assessments are made by the teachers against the year group objective trackers. This helps them to identify gaps and support children to develop their learning.
- Assessment informs the teaching and learning sequence, with children also working on individual target objectives if necessary to underpin future learning and ensure rapid progress within a 'keep up' culture rather than 'catch up'.

- Targets are discussed and agreed upon in Autumn term, with summative assessments completed in Spring and Summer term. These are reported to parents in the end of year report.
- In order to support teacher judgments, children may be assessed using current and reliable tests in line with the national curriculum for reading. Gap analysis of any tests that the children complete is undertaken and fed into future planning.
  - In Year 1, children take the phonics screening check. This is retaken in Year 2 if necessary.
  - In Year 2, children's reading is assessed through the use of SATs tasks and tests in addition to teacher assessment.
  - In KS2, teacher assessment is the primary source of assessment, but is supported by NFER reading tests on a termly basis.
  - In Year 6, children complete the end of KS2 statutory assessments.
- A half termly monitoring cycle (2 monitoring options per half term between book look/work analysis, pupil voice, learning walk, assessment analysis and staff voice) ensures that work is moderated and quality assured at regular intervals through the year.
- The reading leader has a clear role and overall responsibility for the progress of all children in reading throughout school. Working with the Senior Leadership and Management Team, key data is analysed and regular feedback is provided, to inform on progress and future actions.

#### **Impact**

- Children are competent readers who can recommend books to their peers.
- Children have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.
- Children can read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.
- There is a clear improvement in children's confidence in reading and comprehension skills.
- All children are exposed to, and begin to utilise, a wider vocabulary.
- Children evidence high quality written responses to reading texts.

*This policy will be reviewed biennially or more frequently if required.*