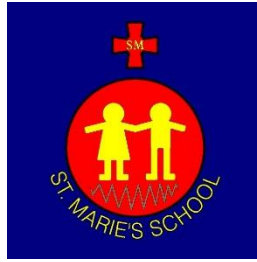


A POLICY FOR READING



St Marie's Vision Statement

Through working together, loving each other and always doing our best,
at St Marie's we will all become the amazing, unique individuals God wants us to be.



St Marie's Mission Statement

'Jesus is always my friend.'

Reviewed – January 2022

Next Review – January 2023

Signed Chair of Committee

A handwritten signature in black ink, appearing to read 'J. Fernandez', is placed over a light grey rectangular background.

Rational

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. National Curriculum

At St Marie's, we are committed to ensuring all our pupils will learn to read fluently and develop a love of reading. We strive to ensure that all pupils make sufficient progress with reading to meet or exceed age-related expectations, regardless of their background, ethnicity or ability. We believe that high reading skills are essential not only for progress across the curriculum, but for success in the future as adults.

Aims

We aim to:

- Implement a synthetic phonics programme (RWinc) as soon as the children start in Reception
- Follow the RWinc programme with fidelity and rigour throughout KS1
- Ensure all staff members receive training for the RWinc programme, and are confident about teaching early reading skills
- Ensure the children on the RWinc programme are provided with fully decodable books to read at the appropriate level for their learning
- Make regular formative and summative assessments to identify children who need additional support with reading
- Provide targeted support for children who fall behind to ensure they develop the necessary skills to catch up quickly
- Ensure the children in all year groups have access to a wide range of quality texts from a diverse range of authors
- Timetable reading time so children hear quality texts read to them on a daily basis
- Provide curriculum time for personal and small group reading for pleasure activities, and individual reading practice
- Ensure staff develop and extend their knowledge of children's literature to enable them to guide children with reading choices
- Provide quality texts throughout the curriculum to support learning
- Promote a love of reading and an enthusiasm for reading among all our children
- Support our families to understand the importance of reading and to enable them to help their children to read

Key elements of effective practice

We use the RWinc synthetic phonics programme with rigour and fidelity.

- The programme is begun almost immediately children enter Reception
- The pace of the programme is maintained
- Enough time and priority are given to fully implement the programme
- Teaching extends beyond the 'dedicated RWinc time' and is applied and reinforced when appropriate throughout the day
- Children write captions and dictated sentences to practise spelling and letter formation taught in phonic lessons
- The programme is carried through until at least the point where children can read almost all words effortlessly and work out new words speedily
- Individual programmes of support are developed for children who are close to completing the programme at the start of KS2 to address specific gaps in learning
- All staff have training in the programme and ongoing refresher training is provided periodically
- The teaching of spellings in KS2 uses technical vocabulary, teaching strategies and resources from the RWinc scheme of work

There is careful monitoring of the implementation of the RWinc programme

- A dedicated RWinc lead teacher ensures quality and consistency of teaching throughout the school
- Dedicated time is allocated to ensure this work can be carried out
- The children are grouped effectively to ensure success for all abilities
- Staff have clear expectations of pupils' phonic progress term-by-term from Reception to Y2
- Pupil progress is assessed at regular intervals and progress meetings are held with staff
- There is particular close monitoring of children who make the slowest progress (the lowest 20%). Children in danger of falling behind are swiftly identified and additional support is given to enable them to keep up
- Children experiencing significant difficulty are provided with intensive, individual support to reach the required standard
- There is no excessive preparation for the Y1 Phonic Screening Check

The progress in reading of our children is carefully monitored throughout the school

- PIRA (Progress in Reading Assessments) standardised tests are completed at key points each term in Y1-Y6 to monitor reading progress and the scores are analysed
- Assessment for Learning opportunities are planned for and delivered throughout the day to enable the teacher to make informed judgements about the reading ability of individual children, especially the lowest 20%
- Pupil progress meetings are held termly for class teachers and senior leaders to discuss individual pupils and the lowest 20% are given the greatest focus
- Interventions are planned for children failing to achieve within the expected levels. These interventions vary from teaching additional phonic skills, comprehension practise, speed reading activities and vocabulary development

- All interventions are recorded on a class Provision Map which is updated termly. The impact of the interventions and the progress of the children on the provision map is closely monitored by the SEND Lead Teacher
- Each class teacher keeps a record of the books the children have read in school. In KS2 the children complete the record themselves
- Home school diaries are used to record the books the children are reading, and to promote communication between parents and staff about reading ability and additional support
- Children in all year groups are regularly asked to read aloud either 1:1 with an adult or as part of a group to ensure they do not lose the skill of reading aloud
- Children who read fluently are informally questioned about their reading materials on a regular basis to ensure they understand what they are reading

Dyslexic children and children with other additional needs are well catered for throughout the school

- Electronic versions of texts are displayed clearly with a coloured background wherever possible (usually yellow) to support dyslexic children to read the texts
- Children with additional needs are often provided with paper versions of electronic texts to make it easier for them to read and access the texts
- Flip charts are clearly set out for all readers to access with dyslexia-friendly coloured backgrounds
- Dyslexic children are guided towards books printed on thick paper and with additional spacing between the lines (eg Barrington Stokes books)
- Coloured overlays are provided for children who benefit from using them
- Additional time is given to these children to practise reading skills with an adult on a 1:1 basis
- The LEXIA programme is used to support dyslexic and other children with additional needs with different aspects of reading

Reading is central to our curriculum planning

- Reading opportunities are built into lessons across the curriculum e.g. 'Reading Sherlocks' in RE
- Each curriculum lead ensures that appropriate, up-to-date materials are available to each class to ensure that their subject can be well-taught
- Each class has a reading spine of core books for the curriculum and this is updated and added to each year as new publications are made available
- Stories, poems, rhymes and non-fiction are selected to develop pupils' vocabulary, language comprehension and love of reading
- Texts are appropriately displayed electronically for whole-class learning, ensuring all the children can see the text clearly
- Individual and shared copies are provided for additional reading activities
- All teachers timetable daily story time. They read aloud with expression and enjoyment and encourage children to talk about the stories
- Children are given the opportunity to talk about what they have read independently, or to summarise what they have read for others to help one another develop their knowledge about a range of quality texts

Our children have access to appropriate, high-quality reading materials to support their learning.

- Children on the RWinc programme are given books which are matched to their phonic knowledge and are fully decodable at the child's current level
- Pupils are given sufficient practise in reading and rereading books that match the grapheme-phoneme correspondences they know
- Irregular words (red words) are taught as part of the RWinc phonic scheme
- RWinc books are sent home for children to read to their parents
- Additional quality texts are sent home for parents to enjoy with their child to develop reading for pleasure, comprehension skills and for parents to model reading fluency
- Children who have recently completed the RWinc programme initially select from colour banded books. These books include reading scheme and non-reading scheme titles.
- When children can read fluently and they have developed the stamina for longer texts, they select from books within the class and school library
- Staff members support children with their choice of reading materials

Our children are supported to ensure they understand what they read

- Texts pitched above the average reading level of the children are chosen and discussed in lessons
- Children are encouraged to reflect on and express opinions about what they read and hear being read to them
- Texts are interrogated to identify facts and to infer information
- Reading is an integral part of our whole curriculum. Quality texts are used in all subjects to enable appropriate vocabulary to be taught in context

Reading for pleasure has a very high priority in school

- Books have a high profile throughout the school
- The classrooms contain a wide range of high-quality books that are read to the children and shared daily
- Books are displayed appropriately, with the front cover visible where possible
- Books are read aloud with expression and enthusiasm to engage all children
- Staff members have an extensive knowledge of books for their particular year group to enable them to select and promote quality texts for their children
- The KS1 library is well-organised and located in an area of school which is easily accessible to children in all classes to enable it to be used regularly
- The KS2 library has an extensive amount of fiction books. They have been organised into several genres to enable the children to find books that suit their particular interest.
- Within each genre, the books are organised by approximate reading ages/interests for both lower and upper KS2
- Non-fiction texts are well-organised and differentiated by key stage
- Staff members have regular 'Reading for Pleasure' training sessions to develop skills and to promote new ideas to raise the profile of reading in our school
- Whole school reading events are planned for to promote reading in all classes
- Displays promoting reading are visible throughout the school

- Book Talk is encouraged between adults and adults, adults and children, children and children
- Libraries are made available for children to use whenever possible during break times and lunch times

We support our families so they can continue to help their children at home

- The class Parent Information Evening held each September includes important information for parents about our reading aims for the year and how we intend to achieve these aims in school
- We give ideas and advice about how parents can support their child to read at home
- Parent Reading workshops are delivered by staff at various times during the school year
- We share important statistics which show the impact that reading at home has on a child's progress
- We answer specific questions asked by parents about reading matters
- We provide links to quality websites e.g. Book Trust to guide the parents when purchasing books for their children
- The Head Teacher's Weekly Newsletter to parents regularly includes information to support them with reading matters
- The home school reading diaries provide a means of communication between parents and school staff about individual progress of a child
- Information about reading assessments is shared termly with the parents
- National reading initiatives are promoted in school including the Summer Reading Challenge run by public libraries