

Holding hands with Jesus, as we love, learn and grow together.

Reading Policy

September 2021

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

— Dr. Seuss

Aims

"If you don't have time to read, you don't have the time (or the tools) to write.
Simple as that."

— Stephen King

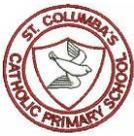
At St. Columba's Catholic Primary School, we aim to:

- Develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently
- Help our pupils to develop a lifelong enjoyment of reading taking genuine pleasure from what they read
- Give our children the reading skills they need to access all areas of the curriculum
- Enable children to access, understand and begin to manage information
- Help children begin to understand the meaning of what they read and what is read to them
- Help children make responses to what they read justifying those responses
- Allow all children to use reading to become immersed in other worlds...both real and imagined!

At St. Columba's Catholic Primary School, we consider ourselves a growing community of readers. Therefore, we expect all adults to model and communicate their love of reading in the following ways:

- Story time
- Opportunities for silent reading time at KS1 and KS2
- Shared, whole class and guided reading (age appropriate)
- Book shares
- Providing exciting reading areas that inspire our children to read
- Reading with the individual children who need our support the most
- FS and KS1 children to read every day with a member of trained staff

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The Teaching of Reading

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should:

- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Be taught a range of strategies for reading including:
 - Phonic (sounding the letters and blending them together)
 - Visual (whole word recognition and analogy with known words)
 - Contextual (use of picture and background knowledge)
 - Grammatical (which words make sense)

These are to be taught during shared and guided reading.

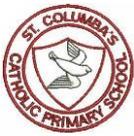
In addition to this children should:

- Be encouraged to listen attentively;
- Gain awareness of the close links between reading and writing activities.

Foundation Stage

Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children are taught in a stimulating environment that is rich in written print. There are focussed periods within the day when small groups of children share books in a more structured way - i.e guided reading. The class teachers share big books with the class and regularly read stories and rhymes. Books are provided within the provision daily.

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Reception and Key Stage 1

Discrete daily phonics work takes place during the daily phonic session. (See Phonic Policy) During shared and guided reading, phonics work is reinforced by class teachers in the context of real texts. Reading skills are developed across the curriculum. Provision is made for children who require extra support through differentiated class teaching and carefully planned activities.

Class teachers also deliver the National Curriculum objectives during English lessons, by providing a wide range of text types. Writing activities follow on from shared reading with a balance of reading and writing.

Key Stage 2

In addition to a reading workshop, study and immersion in the reading genre over several days leads to children writing in that same genre as part of the English lesson.

Guided Reading in FS and KS1

For guided reading the class is divided into groups of no more than 6 children of similar reading ability. Each session will have a key focus taken from the Reading Progression and Reading Process which is in line with National Curriculum expectations for the Year group. (See Reading Process sheet).

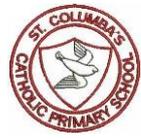
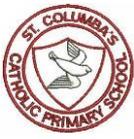
Pre Covid

All children will read every day with a trained adult and weekly with the class teacher. Texts should be carefully selected and be appropriate to the group, following the Rigby Star Phonic books, Floppy Phonics books, Rigby Star Guided Read sets or Project X. Targeted children will follow an ability matched intervention such as Project Code X or Reading Rocketeers.

Covid and post covid

Until further notice adults from other classes will not be able to go into different classrooms. As a result of this the children will take part in a carousel reading workshop. Each child will read with a trained adult AT LEAST twice a week. The other children within the session will complete spelling, grammar, comprehension and Reading Eggs activities on line.

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Structure of a Guided Reading Session

➤ Book Introduction

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

➤ Strategy Check

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

➤ Independent Reading

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. This will inform the target tracker.

➤ Returning to the Text

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

Recording and Assessment during Guided Reading sessions

During guided reading, teachers and other skilled adults focus on the needs of children during the session, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on National Curriculum expectations and school progression objectives and how they are performing relating to the specific content domain.

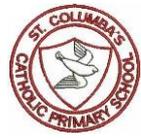
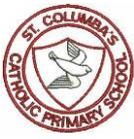
Year 2 - Summer Term

During the Summer term or when the children are ready, Year 2 will move on to the following whole class reading session. To do this children should be reading with pace, fluency and understanding.

Reading Workshop KS2

Year 3 will follow the KS1 process initially and will move on to the following whole class reading session once children are reading with pace, fluency and understanding.

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Whole class Reading Workshop

During a typical session the teacher will share what the content domain/s the children will be focusing on for that session following the school format. (See Reading Process sheet).

Teachers carefully select up to 4 key vocabulary words they want the children to learn that week. These will be taught, over learnt and embedded throughout the rest of the week during sessions and across the wider school day to allow for children to use these words in different contexts. Where appropriate they are applied during literacy sessions.

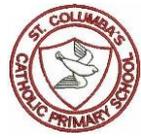
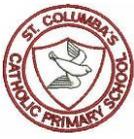
During these sessions the children will read a range of genres, including, fiction non-fiction, poetry, songs, picture books and occasionally short film clips. This ensures children get access to a wide range of texts. Types of text given are appropriate to the age and key stage of the children and are designed to cover the whole curriculum. Reading Explorer books for each year group are used when teaching smaller texts and extracts.

Children read during these sessions in a variety of different ways, but every child reads some text independently every day. They may hear the teacher model fluent reading and then have time to reread the same extract themselves, they may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers. You may see a number of these different strategies during one session.

Teachers plan 3 key questions each session based on the content domain being focused on. Children are encouraged to orally speak the answer before writing anything down acknowledging their first answer may not always be their best. We use a maximum of 3 questions each session to ensure children have time to provide quality answers. At times children are given sentence stems and vocabulary that is expected to be used within their answer. They are also encouraged to use the Tower Hamlet Progression of Language adopted by the school.

Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate children are encouraged to use evidence from a range of different places within the text.

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KS2 classes will be split into 2 during this time and half will complete Reading Plus activities on the laptops in the school Hub.

Recording and Assessment during Reading Workshop sessions

We encourage children to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or an adult and then writing their best answer, working individually and then editing their answer accordingly after discussion or orally discussing 1 or 2 of the questions and writing down the others working individually.

During this reading session teachers and other skilled adults focus on specific children during the session, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on National Curriculum expectations and school progression objectives and how they are performing relating to the specific content domain.

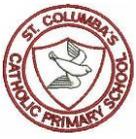
Reading Plus will assess pace, fluency, comprehension and inference skills. Teachers will monitor this process and the Reading Lead will link with teachers and English Lead to monitor and review.

Shared Reading

In shared reading the teacher's role is to make overt what good readers do and encourage children to be actively involved in reading in the moment. 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 have a deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions.

Shared reading should take place within the daily English lesson and also through the reading of information texts related to other curriculum areas.

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Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors to read for pleasure. In the Early Years provision, children will be encouraged to independently use picture books. From Year 1 onwards there will be timetabled opportunities for periods of silent reading. Children will have access to a wide range of books including fiction and non-fiction via their reading areas and the school Reading Rainbow Initiative. Book areas are of tremendous importance. Selecting their own texts is an important part of developing pupil independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences, a vital skill for GD readers at both key stages.

In Foundation Stage, KS1 and, where appropriate in KS2, children will be given a reading book at an appropriate level to take home, together with a reading record. Children's individual reading at home will be monitored by staff and supported by classroom assistants. Each time a child reads at home, a comment should be written in the reading record. When a new book is given, teaching assistants will initial reading records and insert the name of the book to be read next. This will be part of our 'Never Ending Story' initiative. Every time a child reads at home, they will receive a star for the display. The two children with the most stars in each class will be rewarded with a treat, such as play activities, sports, afternoon tea etc. Where children do not read regularly at home teachers will arrange for them to read individually at school to parent helpers, classroom assistants or older children.

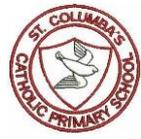
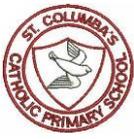
At Key Stage 1, home reading record books will be collected 2 to 3 times per week and signed by the classroom assistant to assist the teacher in the monitoring of home/school reading.

Reading should not be seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home.

Hearing Books Read Aloud

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Teachers of all age groups should find time to read aloud to their class on a regular basis.

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Children Reading Aloud

This will be modelled during shared and guided reading. Whilst in school, children are taught the skills they need to become effective readers. They should then practice and fine tune those skills at home. Children should have the opportunity to read aloud to a variety of audiences, including their own age group, younger children and during class assemblies and masses.

Reading Rainbow Initiative

All children within the school from Nursery to Year 6 have access to the Reading Rainbow initiative. All books selected for the Reading Rainbow spine have been carefully selected by staff to match the National Curriculum and age related expectations. Children are able to choose one book of their choice at a time. A record of all books read will be kept by the class teacher with the support of Year 5 and 6 'Reading Treasures'.

Foundation Stage books are selected to encourage parents to read to their child. KS1 and KS2 books are chosen to challenge the children with independent reading or to share with an adult at home.

The Reading Environment

Classrooms and all school areas should provide a print rich environment to promote the importance of reading. Reading displays should form a part of that environment. Examples of such displays may include - book corners, libraries, Reading Rainbow display area, collections of favourite books attractively displayed, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm.

Assessment

Teacher assessment is completed daily. A whole school approach to formal assessment is used which gives a reading age (PERA). NFER and SATS papers are also used to track and monitor progress.

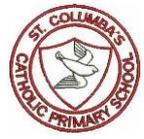
Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. We strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their

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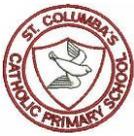


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child's reading development, welcoming comments in individual reading record books.

Parents are invited into school to learn about how reading is taught and developed, reading initiatives and rewards.

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Reading Session Process

Reception - Book Share Session

The following process is to be used in Reception when children are fluent readers.

Children will read independently each day. Reading will be promoted and modelled in all areas of Foundation Stage.

Retrieval and Comprehension will be a daily activity through questioning.

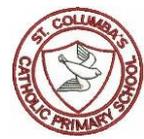
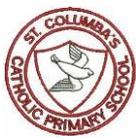
Day	Focus	Activity
Monday	Vocabulary	Teacher reads some of the text as children follow. Children read some independently. List and discuss unfamiliar and powerful vocabulary.
Tuesday	Prediction	Children independently read. Make predictions and discuss. Focus on characters, plot, themes and make connections.
Wednesday	Retrieve Explain	PEEP process. Point Evidence Explain Practise
Thursday	Sequence	Re read/Skim and scan 3 Bullet points on previous read chapter or sequence events Answer challenging/greater depth question.
Friday	Inference	Children re read text covered previously. Answer 4-6 questions suited to ability. Discuss as whole class.

The remaining children will complete a guided read session with an adult daily, following the school Rigby Star and Project Code X book banded schemes.

Rigby Star Letters and Sounds phonic books will be followed if required.

Some children will complete the Project Code X intervention as required.

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Reading Session Process

Key Stage 1 - Part/Whole class session

The following process is to be used in KS1 when children are fluent readers.

Children must do independent reading each day.

Retrieval and Comprehension will be a daily activity through questioning.

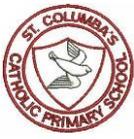
Day	Focus	Activity
Monday	Vocabulary	Teacher reads some of the text as children follow. Children read some independently. List and discuss unfamiliar and powerful vocabulary.
Tuesday	Prediction	Children independently read. Make predictions and discuss. Focus on characters, plot, themes and make connections.
Wednesday	Retrieve Explain	PEEP process. Point Evidence Explain Practise
Thursday	Sequence	Re read/Skim and scan 3 Bullet points on previous read chapter or sequence events Answer challenging/greater depth question.
Friday	Inference	Children re read text covered previously. Answer 4-6 questions suited to ability. Discuss as whole class.

The remaining children will complete a guided read session with an adult daily, following the school Rigby Star and Project Code X book banded schemes.

Rigby Star Letters and Sounds phonic books will be followed if required.

Some children will complete the Project Code X intervention as required.

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Reading Session Process

Year 3 - Part/Whole class session

The following process is to be used in Y3 when children are fluent readers.

Children must do independent reading each day.

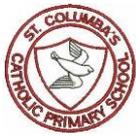
Retrieval and Comprehension will be a daily activity through questioning.

Day	Focus	Activity
Monday	Vocabulary	Teacher reads some of the text as children follow. Children read some independently. List and discuss unfamiliar and powerful vocabulary.
Tuesday	Prediction	Children independently read. Make predictions and discuss. Focus on characters, plot, themes and make connections.
Wednesday	Retrieve Explain	PEEP process. Point Evidence Explain Practise
Thursday	Sequence/Summarise	Re read/Skim and scan 3 Bullet points on previous read chapter or sequence events Answer challenging/greater depth question.
Friday	Inference	Children re read text covered previously. Answer 4-6 questions suited to ability. Discuss as whole class.

The remaining children will complete a guided read session with an adult daily, following the school Rigby Star and Project Code X book banded schemes.

Some children will complete the Project Code X intervention as required.

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Reading Session Process

Key Stage 2 - Whole class session

Children must do independent reading each day.

Retrieval and Comprehension will be a daily activity through questioning.

Day	Focus	Activity
Monday	Vocabulary	Teacher reads some of the text as children follow. Children read some independently. List and discuss unfamiliar and powerful vocabulary.
Tuesday	Prediction	Children independently read. Make predictions and discuss. Focus on characters, plot, themes and make connections.
Wednesday	Retrieve Explain	PEEP process. Point Evidence Explain Practise
Thursday	Summarise or Sequence	Re read/Skim and scan 3 Bullet points on previous read chapter or sequence events Answer challenging/greater depth question.
Friday	Inference	Children re read text covered previously. Answer 4-6 questions suited to ability. Discuss as whole class.

Some children will complete the Project Code X scheme or another intervention as required.

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