



# Reading policy

September 2022

To be reviewed annually

*When someone reads aloud, they raise you to the level of the book.  
They give you reading as a gift.'*

*Daniel Pennac, The Rights of the Reader*

## **Vision**

Reading is the core of our curriculum.

We understand that reading unlocks the world around the child and enables them to develop culturally, emotionally, intellectually, socially, spiritually and imaginatively. We want every child to be a reader, to love reading and to have the tools to find out more and remember more in all aspects of life.

## **Aims**

Reading is essential to attainment and success across all subjects. At St Peter and St Paul Catholic School, we believe that all children are born readers, and that is it our aim in school to find the inner reader in every child, regardless of their ability, background and opportunities outside of school. The aim of our school is to teach every pupil to read well, for meaning and for pleasure. We know that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. We understand that reading successfully and with enjoyment is critical to children's long term life chances. It is central to our ability to understand, interpret and communicate with each other and the world around us. Therefore, reading is given high priority at our school, enabling children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, signs, comics and newspapers.

## **As a school we are committed to:**

- Ensuring all pupils make progress in their reading skills including decoding, accuracy, fluency, understanding and response to texts.
- Ensuring children are aware of their own progress and development as a reader, by placing a degree of responsibility on themselves as individuals, to aspire to be the best reader they can be.
- Ensuring children are able to read and enjoy a variety of different texts e.g. fiction, non-fiction, play scripts, poetry, reports and understand their purpose
- Creating a positive reading culture where children enjoy reading, want to read regularly and discuss their reading.
- Encouraging reading outside the classroom through forging strong links with home, through parental meetings, school community reading challenges and regular reading in school with a variety of adults.
- Developing the reading experience for our children through a wide variety of high quality texts including the use of class sets of books, well stocked bookshelves in classrooms, ICT and other available media such as audio books and Kindle/ e-books.
- Teaching children to apply the skills they learn in reading across the curriculum, through our well developed, enriched curriculum, utilising every possible opportunity to reinforce and practice the skill and pleasure of reading.

## **At SSPP, we believe that children should:**

- Be encouraged to enjoy books and reading so that they develop a lifelong love for books
- Develop as independent readers who read for meaning with accuracy, fluency, confidence and expression.
- Develop and apply reading strategies appropriate for a range of reading activities including both fiction and non-fiction.
- Develop the ability to read a variety of texts and genres, including poetry, for a variety of purposes. • Learn the specialist knowledge and language associated with reading.
- Read as writers, with an explicit awareness of the fundamental link between these activities.
- Receive additional support according to their needs, from working towards age related expectation or working at age related expectation to greater depth

## **Teaching reading**

It is a child's right to be literate and enjoy literature, regardless of the social and economic circumstances of their neighbourhoods, their ethnicity, the language spoken at home and any special educational needs or disabilities.

The teaching and learning of reading should be a positive and enjoyable experience that should be taught systematically and consistently across the whole school, with a shared technical reading vocabulary, which will allow children and adults to have discussions around reading.

Children should be taught the full range of reading strategies including: phonic knowledge (visual information); grammatical knowledge (structural information); word recognition and graphic knowledge (visual information); contextual knowledge (meaning), with a focus on self-monitoring and self-correction leading to independence.

Rigorous assessment of individual pupils' progress, phonic knowledge and skills is vital to quickly identify the pupils who are not working at age related expectations, or those who are in danger of falling behind, to ensure they catch up with their peers.

Effective provision for pupils to close the gap must be put in place early and that there must be high expectations of what all pupils can achieve.

## **We believe:**

- That children's prior knowledge and experiences should be built on, valued and harnessed to support them in making links and connections.
- There should be a variety of opportunities (shared, guided and independent reading) through which children can experience texts and apply their reading skills, including school performances, Liturgical Prayer, Mass readings and poetry performances
- Children should experience appropriate, high quality literature from the very beginning as the best way of developing positive attitudes to reading, whilst simultaneously expanding their vocabulary and broadening their knowledge and understanding of the world through exposing them to experiences they mightn't otherwise have.
- In creating a rich, inspiring, organised and safe reading environment in which children can browse, select and enjoy books.

- Stories are fundamental to language and literacy development, and a sense of story not just enables children to make sense of their own lives but supports them in being able to tell stories, whether it's a recount of their journey to school or a tale about a fire-breathing dragon.
- That children's creativity, imagination and critical thinking can be ignited by a rich reading diet.
- That children should have an interest in words, how they work and their meanings to support both their spelling and their language choices - striving towards a rich and aspirational vocabulary for all.
- Pupils need to hear texts read aloud daily, including a range of genres by adults in learning time and story times.
- The development of speaking and listening skills is a fundamental element of learning to read and is a skill for life.
- That parents/carers have an essential role in developing children's reading skills and love for reading.

To ensure progression and a cohesive approach, the following guidance must be followed:

## **Phonics**

For our early readers, we use the Essential Letters and Sounds scheme (ELS). We teach this with fidelity (follow the plans, actions and structures of the week) It is a key part of learning to read that children re-read words and sentences that they can decode (sound out) until they are fluent (read with ease and precision). By reading texts several times children have the greatest opportunity to achieve this fluency.

The texts sent home are carefully matched to the teaching taking place in school. Your child will be practising what they have been taught in school with you at home. We will only ask children to read books independently when they can decode these by themselves. Any books that are not yet decodable for the children will be a sharing book. These books are there for you to read with your child, helping us to instil a love of reading from the very beginning of their reading journey. These could be read together with your child reading the words they are able to decode or could be read to your child.

Phonics teaching must be consistent, well-structured, fast paced and multi-sensory. All children will be taught skills within the ELS dedicated phonics lessons, up to the end of Year 1. Pupils who do not pass the Year 1 phonics check will continue their ELS lessons through the programme's intervention until the end of the Autumn term in Year 2. At this point, a judgement will be made as to whether or not to continue with ELS, or try another approach using high frequency words.

Children will be assessed every half term, to ensure that they are remembering and using their phonics knowledge, putting in additional support where needed.

## **Vocabulary knowledge**

We believe that deliberately building vocabulary is important for several reasons. Firstly, to close the gap between those pupils who come from language-rich backgrounds and those who do not, secondly to deepen and extend knowledge and thirdly to ensure all children are able to experience the joy that using words well brings. In order to widen and develop our children's vocabulary both effectively and quickly all children are taught and regularly reminded of key vocabulary when reading texts in class. Understanding of prefixes, suffixes and etymology are taught explicitly in English lessons so children can make links to help understand unfamiliar words. With subject specific vocabulary, this is taught or shared within the lessons and recalled throughout.

## Individual reading

In school, all children will be heard read regularly according to their needs. Children will read to and with a variety of adults in school, as well as by their teacher. Children of all abilities will read to adults in school until the end of Year 6 through various strategies such as reading for the lesson, 1:1 reading or reading to a group supported by an adult.

As part of these dedicated reading sessions, pupils will be questioned using the VIPERS stem questions, to develop their skills in remembering, understanding, applying, analysing, evaluating and creating. It is a key part of our reading programme to develop these skills when reading, as well as promoting the sheer love of reading for enjoyment. Children will also be assessed against objectives for their year group, to prompt their next stages of development within reading. This will be used to help inform assessment of children on Target Tracker to build a whole school picture on the progress of individuals, groups and classes..

## Shared Reading and Whole class teaching

In KS1, this takes place in a number of ways including Guided reading, whole class reading and wider reading for other curriculum areas. From Summer term in Y2 onwards, this takes place during English lessons and is included on weekly planning overview. As part of our enriched curriculum, high quality, challenging class texts are used in the main part of the English lesson. Shared and guided reading are a fundamental part of lessons, as well as discussion and questioning linked to VIPERS stem questions (See VIPERS progression documents)

During this time, specific reading VIPER skills or features of genre will be taught and modelled. This is an opportunity to discuss the use of language and widen the children's vocabulary.

Reading aloud to children is a vital part of our reading curriculum. It is through this that our reading community is developed. When we read collectively, we have the opportunity to share our thoughts, to listen to each other and to build on each other's interpretations.

Through these teaching opportunities, practitioners are able to foster children's positive attitudes to reading, with reading for pleasure and purpose placed at the heart of the sessions. Staff can draw children into a story, inviting them to comment and to predict. They can demonstrate early reading behaviours and problem solving strategies whilst modelling fluency, phrasing and expression.

They can also expose children to rich vocabulary, language structures, situations, places and worlds that may be outside of the child's personal experiences. Shared texts may take on many different forms, from traditional or classic books to ICT based texts, from big books to leaflets.

Children might not be able to access these books independently but through the nature of the task will be able to appreciate them, make critical judgements which they are encouraged to share with others whilst progressing their own reading skills.

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Summarise



## Poetry progression

Poetry is taught through reading and writing sessions as the children listen to, analyse, recite, write and evaluate poetry. All children will learn 2 poems to perform in front of an audience and these are planned for in our progression document.

## Reading Recording

The Reading diary is used as a liaison between parents and teachers in EYFS and KS1. From Year 3, we record reading at home in the homework logs where we can see if a child has read independently or with an adult and which books they are reading.

From Foundation Stage to the end of KS2, parents are expected to listen to their child read and discuss the book. Parents are encouraged, through support sessions in school, to question and discuss the content of the book their child is reading and encourage them to enjoy the text together. At the start of the year, we send out the VIPERS stem questions to parents and also hold them on our website to support parents and carers.

**All children must bring their reading book to school every day.**

## **TEACHING READING TO PUPILS WITH ADDITIONAL EDUCATIONAL NEEDS**

At SSPP we teach the skill of reading to all children, whatever their ability. Reading forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that match the needs of children with learning challenges and we take into account the targets set for individual children with special educational needs.

Some children may have specific reading targets that require additional reading support. This may also include specific schemes such as 'Wolf Hill', 'ELS intervention' and 'IDL' or other programmes.

There may be times when this requires additional individual teaching from a teaching assistant or teacher.

Targets will be planned in accordance with the class timetable and should be incorporated into lesson time as well as any additional intervention work.

*Useful policies related to the Reading policy:*

- *Phonics Policy*
- *English policy*
- *SEND offer*