



# St Francis Church of England Primary School



## **Mission Statement:**

St Francis Church of England Primary School seeks to celebrate and encourage the uniqueness of every person through the spiritual, moral, cultural, physical and emotional development supported by the firm foundations of Christian faith enriched by worship. Children, parents, teachers and governors work to draw the school, home, parish and wider community in a bond of mutual support and respect through Christianity and the understanding of other faiths. Within a safe, supportive and caring environment, we seek to maintain our chosen Christian values of trust, hope, compassion, thankfulness, endurance, service, creation and fellowship which shape our work and life here together. Encompassing the five core values of Every Child Matters we seek to provide a broad, balanced and creative curriculum, which will develop all children to their highest potential and thus enable them to access the diverse opportunities that modern life offers.

“There is something ... potentially wonderful in everyone”

Archbishop Dr Rowan Williams

## **Our 8 Core Values:**

- compassion
- service
- fellowship
- hope
- creation
- endurance
- thankfulness
- trust

**We strive to ensure all of what we do encompasses our core values.**

## **Policy Title:**

# Reading

**Date of Policy:** Summer Term 2018

**Policy Review Date:** Summer Term 2019

Headteacher: *S. Thomas*

Chair of Governors: *P. Rushton*



## Reading Policy

### **The Role and Status of Reading & Phonics in the Curriculum**

“All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious young minds.” *Excerpt from the 2014 National Curriculum English Programme of Study.*

### **Statement of Aims**

- To develop happy and curious learners who read confidently and independently
- To begin to develop lifelong enjoyment and pleasure in reading
- To enable children to access all areas of the curriculum
- To enable children to access, understand and begin to manage information
- To begin to understand the meaning of what is read to them and what they read
- To use appropriate reading strategies to find and interpret information
- To use phonological and other reading strategies to help children read with meaning, fluency, accuracy and expression.
- To understand the features of a book and how it works
- To use inferential skills to find meaning beyond the literal

As a community of readers, it is expected that all staff at St Francis CE Primary School model and communicate their love of reading to support the aims above.

### **The Governing Body**

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor. This policy will be regularly reviewed.

### **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in National Curriculum and in the Communication, Language and Literacy section of the Early Years Foundation Stage.

### **The Reading and Phonics Curriculum**

In order to develop children’s communication, language and literacy development, St Francis CE Primary School implements a systematic approach to the teaching of reading.

St Francis CE Primary School uses the Letters and Sounds programme to support the teaching of phonics across school, which begins upon entry to Foundation Stage where children will have a daily, discrete phonics lesson to support the learning of individual sounds and letters, blending and segmenting and letter formation. This will continue throughout Key Stage 1 to ensure that children build upon their prior learning.

Long Term Overviews and Medium Term English Planning documents indicate where elements of the Reading Curriculum are being taught.

Thus children in Foundation Stage and Key Stage 1 will have access to discrete phonics teaching, shared reading, individual reading, story time and the opportunity for home reading.



Children in Key Stage 2 will have access to shared reading, whole class reading lessons, story time and the opportunity for home reading.

## **Approaches To Reading**

### **Phonics – Letters and Sounds**

The programme is for:

- Pupils in Year R & Year 1 who are learning to read and write.  
(Any pupils in Years 2, 3 and 4 who need to catch up rapidly follow the Read Write Inc intervention. Struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start.)

Phonics lessons take place daily where pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

Progression of Phonics through the school:

From the beginning of the Reception class we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

### **Shared Reading**

This is an important modelling strategy used during literacy teaching. Children will experience a range of texts which will support children's understanding of books.

### **Story time**

All children in school will be read a story on a daily basis. These stories are selected from a range of reliable sources eg Pie Corbett Reading Spine, Lancashire recommended texts.



This is seen as important to develop children's understanding and enjoyment of books. Teachers will also use this opportunity to develop children's simple comprehension skills. This time will also be used to have an enjoyable time with stories.

### Whole Class Reading Lessons

In Years 2-6 all children take part in a whole class reading lesson for 30 minutes every day. This is a time where teachers focus on specific vocabulary and reading comprehension objectives and strategies. Reading is followed up with independent comprehension activities. Reception and children in Year 1 take part in daily phonics sessions, with shared reading activities, picture comprehension and story comprehension taking place during English lessons and story time.

### Home Reading

All children within school will take a reading book home to complete with their parents/carers. Teachers must oversee children's independent reading to ensure that it matches to their guided reading levels. Generally, children's independent reading level should be one lower than their guided reading sessions, this is so children experience success and consolidate their learning. Teachers must also ensure that the correct books are being sent home which support children's reading targets, for example whether the book is completely decodable or whether it is non-decodable.

### **Working with Parents/Carers**

Children's books are changed whenever a child has completed their reading book and an adult signs their reading record to confirm they have done so. The book is changed and the new book and reading record is sent home. Parents/Carers are expected to read with their children each evening and record a comment in their home school reading diaries.

There are two formal parents' evenings held a year where teachers discuss children progress and next steps in learning. Parents are also able to make appointments with teachers to discuss their child's learning.

We recognise that children make better progress when they are supported at home and when there is good communication between home and school.

We communicate with parents by:

- Home school reading diaries
- Parents' Evenings
- Individual parents' appointments (could be initiated by teacher or parent)
- Phonics workshops
- Literacy workshops
- Letters

### **Access to the curriculum - Texts**

The subject leader is responsible for ensuring appropriate resources are available to fulfil the requirements of the curriculum.

### Range

Children should have the opportunity to access a wide range of texts including:

- Stories and poems with familiar settings and those based on imaginary or fantasy worlds
- Stories, play and poems by significant authors
- Traditional and fairy tales
- Stories and poems from a range of cultures
- Stories, poems and plays with patterned and predictable language



- Stories and poems which are challenging in terms of length and vocabulary
- Non-fiction texts – dictionaries, information books and other reference materials

### Books

Independent Reading Books – Each Key Stage has a stock of reading books. Although all reading books belong to school, if it books are borrowed from other classes, then teachers and teaching assistants must ensure they are returned to the correct place.

Online Books – Oxford Owl have a range of free e-books which are arranged into age groups.

Big Books – Big books are currently stored in a unit situated in the infant department.

Guided Reading Books – Guided Reading books for each class are in the relevant classrooms. All guided reading books belong to school and if they are borrowed from different year group stock, all adults must ensure they are returned to the correct place.

Library Books – We are very fortunate to have a local library situated very close to school and class teachers should make every effort to arrange regular visits to the library for their children. Children will need to register themselves with the library to obtain a library membership card.

Class Library Books – All classes should have a book area. Book areas link to literacy environment. Book areas should be exciting and organised. Children should be taught how to access the book area. Book area books should be sorted and clearly labelled whether they are fiction or non-fiction.

*Teachers must check with other year groups as to the books they intend to use for their main teaching to ensure there are not any overlaps.*

### **Use of ICT**

Opportunities to use ICT to support teaching and learning in literacy will be planned for and used as appropriate. All classrooms have interactive whiteboards which support teachers in delivering literacy lessons. A variety of multimedia books are available, and the internet provides a rich source of literacy materials to support teaching and learning.

### **Planning**

Teachers are expected to plan all English sessions before delivery them to the children. Planning will build upon prior knowledge and learning. Teachers should mark on their planning different reading strategies being used within their literacy session for example, shared reading.

Literacy planning should be saved on the shared drive in the relevant folder.

The subject leader will monitor planning and may request planning files to monitor the evaluations of planning.

### **Assessment And Recording Of Pupils' Progress – (Refer also to Assessment Policy)**

Formative assessment is used by teachers to identify each child's progress, determine what each child has learned and what should be the next stage in his/her learning.

In the Foundation Stage, children's reading and phonics feeds into the Foundation Stage Profile under 'Communication, Language and Literacy'.

The children will keep their own Reading Records alongside their reading books, however each class will hold a list of reading books read by each child and this will be passed onto the next teacher as the child moves through school. Teachers will use SIMS system 'Mark



Sheets' to keep a record of the child's progress in the Key Objectives for reading and these are updated at least every half term. Additionally, the NFER assessments provide annual summative data for reading for children in Years 3-6.

Teachers are to provide samples of work to the co-ordinator after each topic which can be used for moderation of each year group.

### **Environment**

Teachers must ensure that their classroom has a reading area in which children can access. It must be a friendly, safe and secure area where children can relax and enjoy reading. The area should be well organised so children can access different text types. Teachers must ensure that other displays are appropriate to their children displaying relevant reading material, for example, phonic friezes, alphabet friezes, tricky words, high frequency words and comprehension questions.

### **Equal Opportunities And Multiculturalism.**

At St Francis C of E Primary School we believe all our children are entitled to benefit from equal access to reading and phonics regardless of race, gender, intellectual and physical ability. Classroom management will take into account such issues and materials free from bias will be positively sought.

### **Special Educational Needs and Disability (Refer to SEND Policy)**

Children with SEN or additional needs will be given specialised equipment or given support to use equipment to assist with reading.

It is noted that children with SEND or who were premature babies may not be able to learn to read effectively with the normal phonics teaching. Teachers should identify if any children in their class are struggling to develop their reading ability using the phonics programme. Teachers should discuss this with the literacy subject leader to discuss strategies.

Teachers must also be aware about dyslexia. Teachers should continually question whether a child could have dyslexia if a child continues to struggle with reading. Teachers should liaise with the literacy subject leader and the SENCo to discuss the way forward.

### **Intervention**

Children who are struggling with their reading and are starting to fall behind should be quickly identified and individual targets should be set. Teachers should find ways to cater for children who are struggling with reading through suitable differentiation. Children who are struggling with reading and falling behind will also be identified for intervention. Intervention could be 'Read Write Inc', One To One Tuition or Freshstart. Additionally, the school offers a specialised Fisher Family Trust reading programme.

### **Roles And Responsibilities**

The role of the Reading & Phonics Co-ordinator include;

- Giving advice on the purchasing of curriculum resources, in consultation with the Head Teacher.
- Reviewing, evaluating and purchasing of new resources and equipment for the curriculum.
- Maintaining their own skills and knowledge and those of other staff members through identifying training needs and providing appropriate access to training.
- Updating, reviewing and disseminating the scheme of work.
- Updating, reviewing and disseminating the Reading Policy document.
- Organising access to curriculum resources.



- Seeking advice and support, where necessary, from appropriate sources.

The role of other curriculum subject leaders;

- Providing or identifying appropriate use of reading/phonics material to support teaching and learning in their subject.
- Ensuring that where the use of reading/phonics resources and equipment will support teaching and learning, it is identified in planning.

### **Staff Development**

The Reading Co-ordinator and Head Teacher are responsible for ensuring that staff are provided with training and support to ensure their skills in teaching reading and knowledge of curriculum developments are kept up to date. Training needs are identified through a range of methods, including, performance management, discussions with staff and the monitoring of the teaching and learning of reading.

### **Review / Evaluation Of Policy**

The policy will be reviewed by the Reading Coordinator on an annual basis in consultation with the Head Teacher, *staff and the Link Governor*. The Policy, Reading and Phonics Curriculum Programme and assessment procedures will be reviewed and adapted to keep pace with curriculum developments and developments within Reading and Phonics.