



St Anne's C of E (A) Primary School Reading Policy

'Let all that you do be done in Love' 1 Corinthians 16:14

St Anne's strives to 'develop the whole child, spiritually, mentally and physically by helping pupils to:

**Love God
Love learning and
Love themselves and others**

in a caring, Christian environment through close links to the Church and community.

Reading Policy

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1. Policy Aims

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching English at St Anne's C of E (voluntary aided) Primary School and that these are currently applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of English, making it an enjoyable experience.
- To promote confidence and competence in the skills of speaking and listening; reading and writing.
- To promote the ability to communicate effectively in a variety of forms.
- To promote the skills of communication through speaking and listening in a range of contexts.
- To promote the range of skills required in reading in order for children to read for meaning, understanding and enjoyment.

Governors

1. To appoint a designated link governor who will:
 - Meet with the curriculum Subject Leader at least once a term to find out about;
 - The school's systems for planning work, supporting staff and monitoring progress;
 - allocation, use and adequacy of resources;
 - How the standards of achievement are changing over time.

- Visit School and talk to pupils about their experiences of the curriculum area.
- Promote and support the positive involvement of parents in the curriculum area.
- Attend training and other events relating to the particular curriculum area.
- Report jointly with the Subject Leader
- For the School Prospectus;
- To the governing body with recommendations, if appropriate, once a year.

2. To be understanding and supportive of our aims in learning and teaching English and review the English Policy regularly.

Priorities

- To provide our pupils with a wide range of books and genres from an early age, in order to develop speaking and listening skills.
- To provide our pupils with the skills and opportunities to recognise, hear, decode and become fluent readers.
- Which in turn will enable our pupils to comprehend and understand a wide range of texts and make strong connections to the wider world.

2. Intent

At St Anne's C of E Primary School, we want children to love reading as much as we do; reading for pleasure is prioritised and at the heart of our curriculum. Time is organised to support all children to become

confident, keen, and capable readers so that they are able to access the entire curriculum. We understand that being able to read fluently and being able to comprehend what is read is a key life skill within education and beyond. We are committed to ensure that all children are taught to read well, reach age expectations, and share an enthusiasm and love for reading that travels beyond their life at school.

- Read at an age expected standard.
- Apply their phonics knowledge when reading as well as other strategies to identify unknown words.
- Develop reading for pleasure that lasts a lifetime.
- Experience a wide breath of books, including a range of genres and themes.
- Understand a variety of text types including fiction, non-fiction and poetry.
- Have a good understanding for a wide range of vocabulary.
- Retrieve information from the text through skimming and scanning.
- Read between the lines to make accurate inferences.

3. Implementation

Foundation Stage 2 and Key Stage 1

At St Anne's School we use DFE listed, Monster Phonics to teach our children how to read. 'Monster Phonics' is a rigorous, systematic, synthetic programme developed by Ingrid Connors, a primary teacher, phonics specialist and audiological scientist. All of the resources within the programme are mapped against the Letters and Sounds phases 1 to 6 and the KS1 Spelling Curriculum. Please refer to our Phonics Policy for further information <https://st-annes-cofe-aided-primary-school.secure-primariesite.net/subject-information-6/>.

Our Foundation children participate in daily phonics lessons and read on a 1-2-1 basis with teaching staff. At the start of Reception Class, our children are inspired by our selection of wordless books before

moving on to our vast library of fully decodable Monster Phonics books as soon as they are able to blend. We incentivise reading through our Remarkable Reader Scheme. Children also enjoy a range of topic related books and choose a library book to take home each week to be shared with a grown up. 'Book talk' enables the development of early comprehension skills through increasing children's vocabulary and understanding. We use a 'reading diary' system to communicate between home and school.

As children move through Key Stage One we continue to focus on establishing pupils' accurate and speedy word reading skills. We also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books increasing their vocabulary, comprehension and knowledge across the wider curriculum. We ignite the passion of all of our readers by sharing a wide variety of end of day books, and encouraging children to access our 50 books to read in each year group (Foundation-Yr 6). From the Spring Term in Year 2 children participate in whole class reading sessions using VIPERS to support the planning and delivery of teaching comprehension skills.

In Key Stage One, children continue to access daily phonics sessions lasting 20-30 minutes. They receive a same day intervention if they have not grasped the days learning, helping to ensure that progress is swift. Children's reading levels are closely matched to their phonic knowledge, ensuring they are reading books with 90% accuracy. Children are encouraged to read four times per week at home through our Remarkable Reader scheme. They read in school either on a 1-2-1 basis or in a group read where the focus is on word reading. Those children who do not get the opportunity to read at home as often will read more frequently in school. Children also enjoy a range of topic related books in class and choose a library book to take home each week to be enjoyed together with a grown up.

In Year 1, comprehension is taught through 'book talk' or as whole class comprehension lessons as part of the 'Talk for Writing' process. In Year 2, reading comprehension is taught discretely once a

week from the spring term as well as through the wider curriculum/book talk. Teaching of reading comprehension is taught through our key core texts listed in the Long Term Plan. Throughout the year, children are exposed to a wide range of authors and genres through our end of day story. The library and class reading areas provide a quiet environment for children to develop their enjoyment of a range of reading materials throughout the school.

KS2:

Comprehension is taught through whole class reading sessions, where the reciprocal reading approach, combined with the use of VIPERS, supports the planning and delivery of teaching reading at KS2. This structure allows a consistent, high-quality approach to deliver our reading curriculum.

The National Curriculum objectives are used to support the planning for our reading curriculum as well as being integrated across the entire curriculum. All texts are mapped out onto our long-term plans, ensuring we have a wide range of coverage in regards to genres and text types. Teachers then use the texts highlighted on the long-term plans to plan a series of lessons which are evident on short term plans, ensuring the skills of reading are planned accordingly to meet the individual needs of all of our learners. Whole class teaching is taught for an hour and a half every week (at least). In some classrooms this is a full hour session or divided over three thirty-minute sessions. The long-term plan is structured so each year group has three core texts that have to be covered (one per term). Additional texts are then studied and comprehended in the whole class reading sessions, which have been carefully selected and can be seen on our reading coverage document.

- Children are given opportunities for regular reading to adults in school and more often for those who may not get support from home

- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high-quality attractive books in classrooms
- All classes have a daily story time, where children enjoy listening to an adult read
- Using a home-school reading diary and rewarding regular reading at home through our Remarkable Readers system
- We incorporate the eight strands from the reading curriculum (word reading, inference, clarify, respond and explain, monitor and summarise, themes and conventions, language for effect, select and retrieve) in our teaching of whole class reading.
- Our library develops children's referencing skills and knowledge of how libraries are organized
- The library and class reading areas provide a quiet environment for children to develop their enjoyment of a range of reading materials

Intervention

To ensure rapid progress is made, we employ the use of same day interventions for the children who have not grasped a concept during their Monster Phonics lesson. Those children who have not passed their 'Phonics Screening Test' in Year One, or who are not reading at age related expectations ARE, will receive a daily phonics intervention which will be 20-30 minutes long. This is carefully timetabled to ensure that they do not miss their expected phonics input with the rest of the class. The bottom 20% of children across KS1 and KS2, or those children with further needs to ensure progress in reading, will receive extra reading in school This could be to support reading fluency, comprehension skills or both

Speaking and Listening

- The development of good Speaking and Listening skills is seen as key to developing good general English skills. As such children are explicitly taught how to be good speakers and good listeners as a discrete aspect of English and also across the full English Curriculum, the full academic curriculum.
- There are many and varied opportunities for the direct teaching of Speaking and Listening skills, both explicitly in English related sessions and across the full curriculum. These include:
 - focusing children's responses using speaking frames;
 - by ensuring that each adult and other children provide good role models;
 - teaching the children the difference between standard and non-standard forms of spoken English and when each of these can be appropriately used;
 - ensuring opportunities and 'scaffolding' for discussion, individually, in pairs and in groups; and
 - teaching children about how to be a good listener and insisting that children employ these skills at appropriate points during any teaching session and in their interactions with children and adults across the School.

4. Impact

By the time our pupils' leave St Anne's and continue their educational journey, all will be confident, competent readers, who have a thirst for reading and have therefore unlocked all reasons for reading such as: enjoyment, knowledge, inference and understanding of the wider world and beyond.

Assessment

In phonics, we complete a baseline assessment at the start of each year and update this termly (A2, Sp2 and Su2). This assessment is used to plan learning going forwards to help ensure all children make progress. At the start of each half-term we assess the children using the Monster Phonics book placement chart to ensure that children are accessing books with at least 90% fluency. Children that have not met ARE by the end of each year group receive extra interventions aimed at helping them to keep up. Children who are working at ARE's will receive a same day intervention if they have not grasped the learning objective for the day.

To develop a love of reading in our school, St Anne's has implemented Accelerated Reader, a reading programme which closely monitors children's reading performance, their progress and informs teachers of any targets or areas to focus on. This is child-led; children can choose the book they wish to read, depending on the ZPD level set from the STAR reading test. These tests are to be completed by every child each half term and the first week of school in September.

A range of standardised materials are used to support teacher judgements across the school.

5. Monitoring and Evaluating

The monitoring and evaluation of English is the responsibility of the English Coordinator who is responsible to the Head Teacher and the Governors for the development of English throughout the school.

This is achieved in a variety of ways:

- Discussions with staff concerning progress of groups and individuals
- Involvement in long term planning

- Classroom observations and feedback
- Monitoring of books and plans
- Monitoring the learning environment
- Data analysis (SATS)
- Resource/book audits
- The English Coordinator will observe lessons, regularly and in line with the School Improvement Plan, and monitoring timetable.
- The Governor responsible for English will be invited to observe lessons to ensure that the policy is being followed and to feedback a report to the Governing Body on English provision throughout the school.
- Regular work scrutiny's will be undertaken by the Head Teacher, English Coordinator in consultation with staff in line with the School Improvement Plan, and monitoring timetable.
- The Head Teacher and Deputy Head will use the information on FFT to monitor the attainment in English, in order to compare our progress with national levels and the prior attainment of individual pupils based on contextual value-added information. From these activities areas of strength will be highlighted as well as areas for improvement.

6. Special Educational Needs

- All children have access to English. Additional support that is required takes place either during the English lesson or in short allocated periods at other times during the day.
- Differentiated activities are given to support less-able and extend more-able pupils.
- Children with learning difficulties are diagnosed and have provision made for their particular needs.
- There are additional English support sessions for small groups of children.
- Identified children will be taught reading through an individual reading programmes.

- Where necessary outside agencies are involved such as the Inclusion Service, Occupational Therapist, Sensory Service, Speech Therapist and the Education Psychologist.
- Teaching Assistants & volunteer helpers are used in school to support groups/individual children.
- Parents are kept informed and encouraged to assist in helping all children.

7. Review

- Evaluation & review of the English policy will be in accordance with the School Improvement Plan. The English Coordinator changes or adapts the policy. These changes are then discussed & agreed by the whole staff before the policy document is formally amended & taken to governors for ratification.
- Throughout the year all staff are encouraged to feedback information & ideas to the English Coordinator. This may include observations on work the children are undertaking, comments on the availability & suitability of resources & any other relevant information about the overall structure of how English is taught & pupils' progress.