St John Fisher Catholic Voluntary Academy

**Reading Policy**

**Mission Statement**

‘Follow me, I will make you fishers of men’

(taken from the coat of arms of St John Fisher).

In our school we want to follow the example of St John Fisher. He was known for his holiness, his faithfulness to the Church and for his learning and his work opening Universities. We put our faith into action by helping the poor in Leicester and our brothers and sisters in the Third World. Each child is trusted to use their unique abilities and this is shown through caring for one another.

The children said:

“Learn how to love like Jesus.

We love one another like Jesus loved us.

Love everyone not just yourself.

Listen to everyone and love them every day.

Don’t fall out, be nice to one another.”

Faith-Inspiration-Caring

**Why is reading important?**

Pupils must acquire good reading skills in order to access the information that will support their development in all curriculum areas. Reading is the key to success in educational attainment and an essential life skill.

**Aims and Intentions**

We aim to develop pupils’ abilities within an integrated programme of Speaking and Listening, Reading, Writing and SPAG (Spelling, Punctuation and Grammar). Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

By the time the children leave us at eleven years old, they must

* read with confidence, fluency and understanding;
* orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
* understand the sound and spelling system and use this to read (and spell) accurately;
* have an interest in words and their meanings; developing a growing vocabulary in spoken (and written forms.)
* understand a range of text types and genres
* have a suitable technical vocabulary through which to understand and discuss their reading
* be interested in books, read with enjoyment and evaluate and justify their preferences;
* through reading, develop their powers of imagination, inventiveness and critical awareness

**Strategies used to teach reading across the school**

RECEPTION:

Phonics:

The school uses synthetic phonics to teach reading; materials from Read Write Inc are used.

Phonics teaching will be used to:

* Provide a rigorous, systematic framework in which to teach pupils to hear the 44 English speech sounds, blend them together into words and segment words into sounds for writing.
* Teachers follow the handbook guidance carefully to organise the teaching sessions; they use methods such as partner work, Fred talk and Fred fingers.

**Individual Reading**

* Books are sent home with a reading record for communication with parents.
* All children take home a book at their “practice level,” the level at which they are currently working and these can be changed up to twice a week in Reception and at KS1 children, weekly or when books are completed for those on library books.
* The Reading environment encourages children to interact with displays, to follow instructions and signs, promoting functional language.
* Within the classroom the reading area is attractive and inviting and books are clearly accessible.
* We have book events such as a yearly book fair and events to celebrate World book day to promote reading. KS1 parents are invited to attend the shared reading time in class with their children weekly.

**Whole class reading**

* develops listening skills, a love of story and reading for pleasure.
* This is teacher led reading with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children.
* The teacher models as an expert reader and draws out the key elements of the content.
* immerses children in pattern of story and features of text types.

**Guided reading**

* targets children’s reading skills. Guided reading takes place in small groups with teacher input using a levelled text.
* Guided reading occurs outside the taught English lesson. This is based on a rotation during the week within the class.
* Children are grouped according to ability and when not reading in a guided session, the children are given a purposeful preparation or follow up activity e.g; spelling games, comprehension questions.
* The children are also given opportunities to develop their reading skills through ICT, read in the class libraries and enjoy paired reading either in their own class or with other age groups.
* Children read at an “instructional level”, the level towards which they are working. In Foundation Stage and KS1 children read Oxford Reading Tree , Project X and RWI as the main schemes, supplemented by other books where deemed appropriate by the class teacher.
* In KS2 children read Project X supplemented by other levelled texts.
* Children can read anything however that the teacher deems appropriate and as instructional that will enable the children to achieve the learning intention set for that session.
* Our books are levelled and book banded and stored near to the classes where they are needed.

**The school library**

* Provides reference and reading materials for children and teachers with all non-fiction library books classified using the Dewey system and fiction books colour coded.
* The children are given the opportunity to change their books during set class times. And at dinner time for KS2 pupils.
* Classes also visit Wigston library yearly and the librarian visits school.

**Cross Curricular Opportunities**

* Teachers will seek to take advantage of opportunities to make cross-curricular links e.g. Through the Cornerstones creative curriculum.
* They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to all areas of the curriculum.

**Assessment and Target Setting**

* As well as teacher’s ongoing informal assessment, assessment of children’s achievement and progress in reading and writing is being developed against the end of year group expectations and an online Target tracker is used.
* It is an integral part of teaching and learning and assists in grouping and target setting, as well as informing future planning. As part of Assessment for Learning, children use self–assessment as a means of evaluating their own work against agreed success criteria.
* Read Write Inc phonics is also assessed twice a term using a summative record of children’s progress and during Year 1, children have a national phonic check.
* Children’s personalised reading targets can be found in their reading logs. This allows the children to be aware and have ownership of how to improve their reading and parents can support them in this.

**Inclusion**

* We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities.
* We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided (see policy on Gifted and Talented).

**Intervention Programmes:**

* A variety of Intervention Programmes are run throughout the school aimed at ‘booster groups’. Guided reading is viewed as an “intervention programme”.
* They are run by a TA who works closely with the class teachers and/or SEN co- coordinator.
* The intervention programmes we currently run include additional phonics 1:1, small group phonics and reading opportunities.
* The lowest 20% of each class is monitored and listened to read as regularly as is possible during school hours to increase their “reading miles”.

**Equal opportunities:**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

**Parental Involvement**

At St John Fisher we believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

• Providing parent planners termly to inform parents what will be taught that term.

• Holding parents’ evenings to discuss children’s progress with target sheets given and explained.

• Sending an annual report to parents in which we explain the progress made by each child and indicating how the child can develop their learning.

• Explaining to parents how they can support their child with homework.

• Induction programme – ‘starting out together’. The Reception teacher explains at a meeting prior to children starting school how parents can support children to develop reading and writing skills. Information is also in a booklet which is given to all parents.

• During weekly foundation stage ‘parent time’ sessions further explanations and modelling of phonic approaches to reading and the importance of handwriting practice to develop correct letter formation is given.

• Weekly timetabled ‘parent time’ reading sessions take place in KS1.

• Having website links for English that all parents can access

Policy reviewed: **September 2021**