



Archdiocese of  
Birmingham



# St Maria Goretti Catholic Academy

## Reading Policy

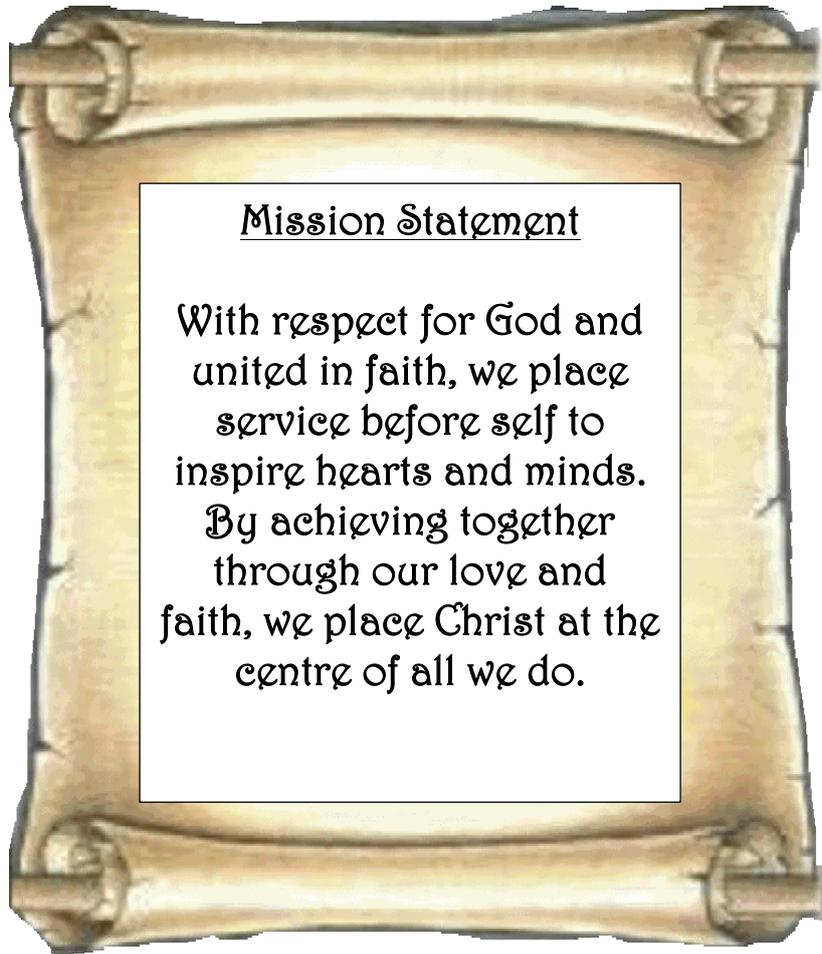


All Saints Catholic Collegiate

## POLICY

### Approval and review

Committee to approve policy	Curriculum Committee
Date of Academy Committee Approval	
Chair of Academy committee	
Signature	
Chair of Academy Committee	
Policy review period	12 months
Date of policy review	



Version Control			
Version	Date Approved	Changes	Reason for Alterations
Issue 1	Mar 2017	Annual update of policy	



St Maria Goretti Catholic Academy strives to provide a happy secure and caring environment which fosters love and acknowledgement of Christ's presence as central to personal, social, and academic experiences and achievements.

### **Aims:**

- To develop confident readers from an early stage.
- To enable pupils to read independently from an early stage, and develop reading fluency.
- To encourage high standards of reading throughout the school
- To promote and encourage a lifelong love of reading

### **Current Practice:**

At St Maria Goretti Catholic Academy, reading is initially taught alongside the phonics Letters and Sounds programme. This promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading and spelling. As part of this scheme the children will be taught to:

- ✓ discriminate between different sounds in words ;
- ✓ learn the letters and letter combinations most commonly used to spell sounds;
- ✓ read words by sounding out and blending their separate parts;
- ✓ study written representatives of a sound and how it looks;
- ✓ Segment the sounds in words to spell
- ✓ recognise on sight vocabulary identified as 'tricky words'
- ✓ Read high frequency words and decodable by applying their phonic knowledge

### **Foundation 1 Phonic Stages 1-3**

All children are taught phonics at the earliest opportunity, through daily, structured activities, under the direction of the class teacher. Pupil progress is assessed and monitored through small group activities delivered by trained early years practitioners and learning support assistants. The teaching of phonics as the sole route to decoding remains the fundamental strategy to enable pupils to develop reading fluency. Children are assessed during the first few weeks and grouped according to their reading ability in phonics.

### **Foundation 2 Phonic Stages 2-5**

Systematic teaching of phonics continues on a daily basis in Foundation 2. Children are taught according to their phonics stage of learning. Pupil progress is assessed daily and monitored by the class teachers and Foundation Stage Leader, with evaluation by the Executive Headteacher and senior leaders every half term.

### **Key Stage 1**

Year 1 teachers continue to build on the children's skills further by modelling good reading and spelling by continuing to teach the remaining phases from Letters and Sounds (Phase4-5). Children are taught to read and spell using their knowledge of polysyllabic words, consonants and vowels, alternative pronunciations and alternative spellings. All Year 1 children sit the Phonics Screen Check test in the Summer term.

Spellings are also taught through the new National Primary Curriculum (see Spelling appendix for details).

Year 2 teachers continue to consolidate children's knowledge of Phase 5 and build upon this to teach Phase 6/Support for Spelling programme. This teaches children to develop both their spelling and reading by consolidating all of their previous and newly learnt phonic knowledge. Children who did not pass the Year 1 Phonics Screen Check in the Summer term will re-sit the test with the new paper the following Summer. This will repeat until the child has passed the test.

### **Key Stage 2**

The phonics programme is continued with the children who need extra support in reading and spelling. This is delivered through the IEP work and booster intervention sessions with a SEYP for groups and individuals. A whole



class approach to spelling and phonics is delivered through the Spellings are taught through the new National Primary Curriculum.

### **Sight Words**

The use of other strategies, eg. Sight – words are introduced during the phonic session and the guided reading sessions. However such reading strategies are not used in home/school reading materials until children are secure in their phonological knowledge and awareness.

### **Guided Reading** Higher-order questioning

In addition to the daily phonic session in the EYFS and KS1, all children will be taught reading by the class teacher during weekly guided reading sessions. These will include reading comprehension skills, reading for information and research skills. These lessons include higher-order questions that are clearly planned by the class teacher around a text which challenges the child's ability. Where banded books are used in Guided Reading sessions, the books should be at a level above the pupils' current home reading level. Class teachers are expected to provide a weekly comment on the child's progress, or next steps, in each child's home- school reading diary. In addition, teaching support assistants, or trained adult volunteers, will listen to individual readers, over the course of the week, with an aim to ensure every child reads with an adult at home or at school every day.

Under the leadership of the Foundation Stage leader and specialist phonics teacher, all staff are fully trained and guided in the teaching of phonics. To support strategies for phonics and reading, reading tools are used in FS and KS1 as shown in Appendix B. Staff are also encouraged to partake in additional CPD to ensure best practice is shared and evaluated.

### **Shared Reading**

As part of daily English lessons, shared reading opportunities are provided at least three times per week. These sessions follow a clear progression of reading skills throughout the week which include:

- **Pre-read and Vocabulary** – Explore a new text with pupils to introduce new vocabulary, model the use of expression and summarise the content.
- **Retrieval and Deeper Understanding** – Deepen the pupils' understanding through opportunities to retrieve information through annotation, drama and oral responses using higher-order standard English.
- **Infer and Respond** - Higher-order questioning is used to challenge pupils to respond using inference skills whilst providing evidence from the text to support their response.

### **Key Stage 1**

In Year 1, children will be expected to show a keen interest in reading and be confident in their attempts to decode new or unfamiliar words. By the end of the year, all pupils will complete a national, statutory phonics test which will be formally recorded and shared with parents. The use of sight word vocabulary will be expanded for pupils who are secure in their knowledge of decoding, with a further emphasis on independent reading interests and choices.

In Year 2 children are involved in the ' Accelerated Reading Programme' which continues until the end of year 6. Daily phonics will continue for all children who have not achieved the expected level in year 1, under the direction of the class teacher, or specialist staff. Pupils who require additional support will be supported through a specialist programme, Project X Code, by a trained adult. Parents will be kept informed through regular reports from the class teacher, via the diary, or by appointment.

### **Key Stage 2**

The focus on learning to read remains the basis for reading to learn.

Weekly guided reading activities are planned and differentiated for small groups under the direction of the class teacher; additional activities are planned including reading comprehension, research and higher order skills.

Teaching support staff will be deployed by the class teacher to monitor and support small groups. Support staff are



expected to sign the diary when listening to children read.

Class teachers are required to closely monitor every home school diary, and write a constructive comment on each child's progress, or area for development, following all guided reading sessions.

All pupils are expected to read daily, at home, to practise and reinforce their skills. Parents are expected to sign the home - school diary to indicate if their child has read, and are encouraged to provide a comment. Class teachers will monitor the diaries and use this information to inform overall assessment and the annual report to parents.

### **Assessment and Reporting in Reading**

Pupil progress in phonics is continually assessed and systematically recorded. Pupils are also assessed during guided reading sessions, additional support activities with support staff and evaluation of home - reading. In Y2 – Y6, reading comprehension is also assessed through SAT – style tests. Additional assessment is completed using the Pira and Access Reading tests assess reading ages from FS2-Y6. Reading ages are recorded onto DCpro in Autumn 2 and Summer 1.

### **Developing Competent, Lifelong Readers**

Reading is a lifelong skill which requires consistent practice and precision. At St Maria Goretti Catholic Academy we aim to equip pupils with the skills and confidence to read audibly, confidently and fluently. It remains the responsibility of class teachers to further develop and promote reading skills through modelling and creating opportunities for pupils to read audibly to a larger audience, in order to develop their confidence, timing, eye - contact, expression and intonation. Children should be encouraged to evaluate their skills as readers -in this context as they mature, so that they are suitably prepared for the next stage of by their education and future.

### **Reading Reinforcement and Enrichment**

The promotion of reading for enjoyment and learning is expected to be a continuous process for every child, in every year group. A themed, inviting reading area is a feature in every classroom. A love of reading is achieved through exposing children to a vibrant curriculum which includes reading and sharing story books, poetry and rhymes, sharing children's reading experiences at home and school. Key vocabulary is displayed in classrooms which is modelled and explained by adults. . The Reader Achiever award is presented during our termly Celebration Assembly. Children are rewarded for reading frequency, with a book token.

Parents are encouraged to share and record their child's reading and writing achievements in their child's personal diary and on the Foundation Stage Parent Tree's, which is celebrated in class and during celebration assemblies.

Library books are taken home on a weekly basis in the Foundation Stage and Key Stage 1, so that children experience a wide range of books in their home environments. Older pupils are trained and act as reading buddies to younger pupils. They aim to promote a love of reading and act as reading role models to our younger pupils.

All children will have access to home reading resources, which include materials to reinforce their learning of phonics.

Assessments are recorded by the class teachers and monitored by senior leaders every half term. Children who make slower progress, or who fall behind, are given additional support through a planned intervention programme which is tailored to their needs.

### **Independent Reading**

All children are expected to read daily, supported by an adult. Regular practice is essential in helping pupils apply their phonic knowledge when decoding new words, developing fluency and comprehension skills, in addition to the enjoyment of books. Parents and Carers are required to sign the child's Home Learning Diary to indicate when their child has read **at least three times per week**. Contributions made by parents and other adults are used to inform the class teacher about pupil progress in reading.

### **EAL and Inclusion**

Children with special needs in reading and spelling will be helped by appropriate teacher intervention. Learning Passport targets or personal targets will reflect these and outline specific measurable targets which are reviewed and adapted regularly.

Signed: Principal Date:

Signed: Chair of Academy Committee Date:

The policy will be reviewed .....

## Appendix A: Phonics Glossary

**blend** — to draw individual sounds together to pronounce a word, e. g. s-n-a-p, blended together, reads snap

**cluster** — two (or three) letters making two (or three) sounds, e. g. the first three letters of 'straight' are a consonant cluster

**digraph** — two letters making one sound, e. g. sh, ch, th, ph.

**vowel digraphs** comprise of two vowels which, together, make one sound, e. g. ai, oo, ow

**split digraph** — two letters, split, making one sound, e. g. a-e as in make or i-e in site

**grapheme** — a letter or a group of letters representing one sound, e. g. sh, ch, igh, ough (as in 'though')

**grapheme-phoneme correspondence (GPC)** — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

**mnemonic** — a device for memorising and recalling something, such as a snake shaped like the letter 'S'

**phoneme** — the smallest single identifiable sound, e. g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

**segment (vb)** — to split up a word into its individual phonemes in order to spell it, e. g. the word 'cat' has three phonemes: /c/, /a/, /t/

**VC, CVC, CCVC** — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e. g. am, ham, slam

## Appendix B: Reading Tools

# READING STRATEGIES

- Goggles-Using a picture to help to decode the unknown word.



- Hammer- breaking down words into their sounds.



- Tape Measure- Finding little words inside big words



- Saw- Missing out the unknown word, continuing to read the rest of the sentence and see which word would make sense.

