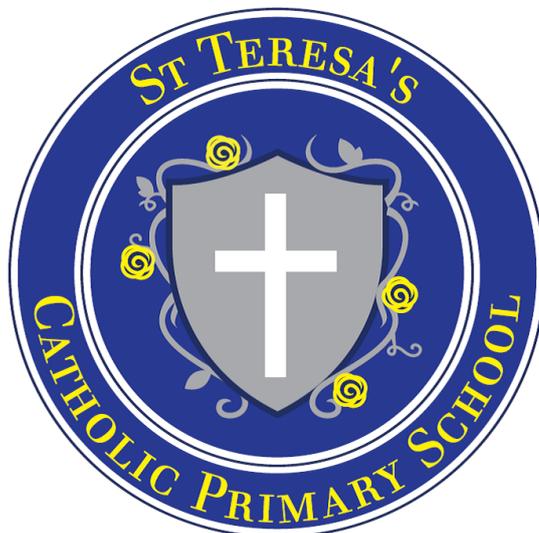


Reading Policy



I opened a book and in I strode,
Now nobody can find me.
I've left my chair, my house, my road,
My town and my world behind me.
I'm wearing the cloak, I've slipped on the ring,
I've swallowed the magic potion.
I've fought with a dragon, dined with a king
And dived in a bottomless ocean.
I opened a book and made some friends.
I shared their tears and laughter
And followed their road with its bumps and bends
To the happily ever after.
I finished my book and out I came.
The cloak can no longer hide me.
My chair and my house are just the same,
But I have a book inside me.

Julia Donaldson

Our Aims

- To teach the essential skill of reading and develop this to a high standard for all pupils
- To promote a culture of reading for learning and reading for pleasure
- To facilitate independent learning and progress across the curriculum
- To prepare pupils for the next stage in their education

Rationale

At St Teresa's, we are committed to shaping lifelong learners. As part of this, we believe that the ability to read is fundamental to pupils' learning across the curriculum, their ability to be independent and their future life choices. Reading development is closely related to that of spoken language and of writing. By reflecting upon and talking about the stories and texts they encounter, pupils are better able to make sense of their own experiences of the world and their place in it; by considering the effects of language and structures used by writers, pupils are able to make deliberate stylistic choices in their own writing. At St Teresa's, reading is taught both as a skill in its own right, as well as a tool which permeates the entire curriculum.

There are three key areas that we consider crucial for reading success:

1. Reading Mileage
2. Skilled adults
3. Appropriate texts

1. Reading Mileage

According to Arlington *et al* 2008, 'Some researchers suggest beginning readers need to read 600-1000 words a week to become competent readers'. At St Teresa's, every attempt is made to ensure that our children gain 'reading mileage.' This means ensuring that the children have opportunities to read wherever possible, both within reading lessons and across the curriculum. We believe that reading feeds pupils' imagination and opens up a treasure-house of wonder and joy.

A broad range of reading material is available in each classroom and we are currently in the process of developing a whole school library. Throughout the school, all children are encouraged to choose books which they would like to read and are given the skills needed to choose books which are appropriate. The variety of books available to the children enable every child to find a book they enjoy and create a positive reading culture. All pupils are encouraged to read widely across both fiction and non-fiction to build upon the love of reading and build upon their knowledge across the curriculum.

Opportunities for extending reading mileage at St Teresa's include:

- Individual Reading
- Shared Reading
- Guided Reading
- Paired Reading
- Buddy reading
- ERIC (Everyone Reading in Class) time
- Reading across the curriculum
- Home reading
- Teacher reading
- Parent-child reading
- Whole class reading
- Readathon
- Class texts
- Learning and reciting poetry
- Using the school library
- Accelerated Reader

2. Appropriate Texts

At St Teresa's, we are committed to providing every child with texts that will enable them to make good progress in reading and help them to develop a life-long love of reading. We ensure that the school library and every classroom are stocked with a variety of high-quality texts including: age-related fiction and non-fiction, magazines, comics and children's own writing. Books related to topics are researched and ordered in advance to ensure that each theme is enriched by a range of relevant and up-to-date reading material. St Teresa's prides itself in keeping up to date with new children's literature and discussions take place amongst pupils and staff to share new reading materials.

Children working at or below phase 5 in phonics read texts that are decodable and closely matched to their current learning in phonics lessons. Children who are secure at phase 5 read 'book banded' texts matched closely to their reading age and individual needs. NGRT, Accelerated Reader levels, PM Benchmarking and Salford standardised reading tests are used to establish a reading age and ZPD for every child. Members of staff ensure that the texts the children are reading are sufficiently accessible, so that at least 90% of the words are decodable. Staff use running records and PM Benchmarking to establish how well the children can access the reading material. The table below shows the percentage accuracy against the level of difficulty:

Accuracy Rate	Difficulty
95-100%	The reader is reading a text which is EASY . A high level of success will be experienced. Texts that children read independently of adult support should be of this level. Texts at this level are effective in developing enjoyment, building confidence and fluency. These texts are an ideal choice as home readers.
90-94%	The reader is reading a text which is INSTRUCTIONAL . At this level, children will require adult support in order to decode at a rate which does not impede comprehension. This level of text is appropriate for guided reading or reading with an adult in school.
50-89%	The reader is reading a text which is HARD . The rate of reading will be too slow for the children to comprehend what they have read. A child found to be reading a text of this level should be encouraged to change their book. The adult also might decide to read the book to the child first, share-read the book or 'introduce' the story and characters first – this might shift the book from hard to instructional level and enable the child to carry on reading it.

There is a systematic and progressive reading scheme in place linked to 'book bands' that the children work through as their reading improves. The current schemes used by the school are: Phonics Bug, The Oxford Reading Tree, Rapid Phonics, Project X, Storyworld Bridges, Oxford Classics, Oxford Fireflies, Floppy's Phonics, Dandelion Readers, Dandelion Launchers, Collins Big Cat Books, Snap Dragon, Ginn 360 and Discovery World.

3. Skilled Adults

At St Teresa's, much time has been invested into the training of teaching staff and support staff so that they are highly skilled and confident to deliver the teaching of reading. All teachers, EYPs and teaching assistants have been trained in the simple view of reading, phonics, Benchmarking, supporting children with SEN and guided reading. Teaching assistants have also had training in precision teaching and Better Reading. Every effort is made to ensure that all adults who work with our children

have the up-to-date training required in order to best support the development of reading.

Staff at St Teresa's are committed to their role in creating a community of readers in the school. They are role-models for the children and actively promote a love of reading by sharing their own enthusiasm for reading. This is accomplished in a number of ways:

- Staying up to date with children's literature
- Promoting members of staff as readers
- Regularly reading aloud to the children
- Using class texts to promote a love of reading
- Creating a learning environment that fosters a love of reading (book corners, reading displays)
- Reading to the children daily
- Ensuring children and adults are given daily opportunities for 'quiet reading'
- Promoting reading at lunchtime
- Reading clubs
- Participating in Book Week activities
- Providing opportunities for children to recommend books to their peers

The Magic of Stories

At St Teresa's, our teaching of reading is based on our belief in the value of stories and their potential to:

- Provide an opportunity to talk
- Explore real-life issues and dilemmas
- Develop children's awareness of other people, places and cultures
- Expose children to a rich and varied vocabulary
- Develop spoken language skills
- Elicit personal responses and opinions
- Help children to internalise grammar
- Bring a sense of wonder and enjoyment to the world
- Fuel imagination and creativity
- Build relationships
- Exemplify language patterns, text and sentence structures
- Build confidence to write
- Inspire and motivate writers
- Support composition
- Develop empathy – understand the feelings of others through characters in stories
- Develop memory skills

The Teaching of Reading

At St. Teresa's, reading is taught using The Simple View of Reading. We believe that successful readers need to be taught the two dimensions of reading: **word reading** and **comprehension**. In Nursery, Reception and Year 1, children are 'learning to read' and there is a strong emphasis on word reading. Children participate in daily phonics lessons using the systematic phonics programme Letters and Sounds. Children are taught to read common exception words by sight and are given daily opportunities to practise this skill. At St Teresa's we expect that the majority of children will be secure at phase 3 by the end of Nursery and secure at phase 5 by the end of Reception so that they are ready to move onto the National Curriculum requirements at the beginning of Year 1. At this early stage of their learning journey, children read decodable texts independently and are immersed in a wide variety of high quality texts during other reading activities across the curriculum.

In Year 2, 3, 4, 5, and 6, almost all children are 'reading to learn' and there is a strong focus on developing comprehension skills. Comprehension skills are developed through:

- Book talk and writer talk as a whole class or in groups
- Guided reading
- Drama and role-play
- Using film to develop inference and critical skills
- Opportunities for children to ask their own questions about what they are reading
- Using reading diaries, reading journals and other reflective writing
- Opportunities for recitation and performance
- Weekly comprehension lessons where children give written responses to questions
- Weekly comprehension homework

At St Teresa's, we believe that it is important that children are equipped with the correct linguistic terminology to talk and write about the texts that they read. We teach children the terminology identified in the appendix of the National Curriculum for English.

We teach our children the following reading skills:

- Reading conventions (direction of text, direction to turn pages)
- Decoding and blending & knowledge of the alphabetic code
- Reading common exception words by sight
- Self-monitoring and self-correction
- Rereading
- Phrasing and fluency
- Retrieval
- Inference and deduction
- Authorial awareness (point of view, linguistic choices, structural choices, context of text)
- Empathy
- Evaluation

A Reading Journey at St Teresa's

Nursery

At St Teresa's every child in Nursery will:

- Listen to a story being read every day
- Be introduced to a letter of the week every week
- Be taught to recognise their name
- Practise writing their name every day
- Choose a book to take home to share with their parents every day to promote a love of reading
- Have a home - school reading diary and ask parent to comment in it every time they read at home
- Participate in an interactive phonics session every day matched to their individual needs (joining Reception if necessary)
- Practise reading a phonically decodable book every day at home and school (when working at phase 2 or above)
- Read with an adult every day (either individually or in a group session)
- Have opportunities to apply their phonics knowledge in continuous provision
- Learn in a literacy rich environment
- Be surrounded by displays of reading, phonics, vocabulary and writing
- Take part in drama and role-play activities
- Participate in a variety of activities to promote a love of reading (Book week, theatre visits, author visits, Readathon)
- Visit the school library at least once a week

Reception

At St Teresa's every child in Reception will:

- Participate in a daily phonics lesson matched to their individual needs (joining Year 1 if necessary)
- Learn the correct formation of the grapheme for every phoneme taught
- Have correct letter formation stressed to them at all times
- Learn to read common exception words by sight
- Have opportunities to apply their phonic knowledge in continuous provision
- Be introduced to a canon of stories and rhymes that they hear and rehearse frequently (these are reinforced in continuous provision)
- Have daily opportunities for shared reading
- Read with an adult every day in school
- Read a phonically decodable book every day at home or at school
- Take home two reading books every day – one phonically decodable text and one chosen from a book banded selection
- Have a home - school reading diary and ask parent to comment in it every time they read at home
- Take part in two guided reading sessions per week (for all children who are reading)
- Learn in a literacy rich environment

- Be surrounded by displays of reading, phonics, vocabulary and writing
- Listen to the teacher read a story every day
- Participate in 10 minutes of quiet reading every day
- Take part in drama and role-play activities
- Participate in a variety of activities to promote a love of reading (Book week, theatre visits, author visits, Readathon)
- Have opportunities to ask questions about what they are reading
- Visit the school library at least once a week

Key Stage 1

At St Teresa's every child in Key Stage 1 will:

- Participate in a daily phonics lesson matched to their individual needs (if working at or below phase 5)
- Read a phonically decodable book every day at home or at school (if working at or below phase 5)
- Learn to read common exception words by sight
- Have correct letter formation stressed to them at all times
- Have opportunities to apply their reading skills across the curriculum
- Have regular opportunities for shared reading
- Read with an adult every day in school (if working below level 2)
- Take home two reading books every day – one chosen from a book banded selection and one from the reading scheme
- Have a home - school reading diary containing reading response activities and ask parent to comment in it every time they read at home
- Take part in two guided reading sessions per week
- Learn in a literacy rich environment
- Be surrounded by displays of reading, phonics, grammar, vocabulary and writing
- Listen to the teacher read a story every day
- Complete reading response activities regularly
- Write book reviews for their peers
- Take part in a comprehension lesson every week where they respond to questions in writing
- Have opportunities to learn texts by heart and perform them
- Participate in 10 minutes of silent reading every day
- Take part in drama and role-play activities
- Participate in a variety of activities to promote a love of reading (Book week, theatre visits, author visits, Readathon)
- Have opportunities to ask questions about what they are reading
- Have regular opportunities to engage in book talk and writer talk as a whole class and in groups
- Use the correct terminology when talking about texts
- Visit the school library at least once a week

Key Stage 2

At St Teresa's every child in Key Stage 2 will:

- Read widely for enjoyment and to learn
- Have access to class readers
- Listen to the teacher read aloud every day
- Read to different audiences
- Have opportunities to apply their reading skills across the curriculum
- Have regular opportunities for shared reading
- Read with an adult every day in school (if working below ARE)
- Take part in at least one guided reading session every week with the focus on comprehension
- Learn in a literacy rich environment
- Be surrounded by displays of reading, vocabulary, grammar and writing
- Complete reading response activities regularly
- Write book reviews and recommendations for their peers
- Take part in a comprehension lesson at least once every week where they respond to questions in writing
- Read at home every day
- Have a home - school reading diary containing reading response activities and fill it in every time they read
- Complete weekly comprehension homework
- Take part in spelling lessons that are linked to reading skills
- Have their vocabulary extended through every area of the curriculum
- Have opportunities to learn grammar, spelling and punctuation in all areas of the curriculum
- Have opportunities to learn texts by heart and perform them
- Participate in 10 minutes of silent reading every day
- Take part in drama and role-play activities
- Participate in a variety of activities to promote a love of reading (Book week, theatre visits, author visits, Readathon)
- Have opportunities to ask questions about what they are reading
- Have regular opportunities to engage in book talk and writer talk as a whole class and in groups
- Use the correct terminology when talking about texts
- Visit the school library at least once a week

The Assessment of Reading

At St Teresa's, it is considered essential that assessment of reading is regular and accurate. The New Group Reading Test and Progress in English standardised test are carried out in the summer term. These provide a reading age and standardised score for every child. The children's responses to the tests are analysed and are used to plan future teaching of reading.

Children's phonic skills are assessed daily and the phase that they are working at is entered onto the phonics tracker on DCPro half termly. This is analysed by the Assistant Headteacher. The Phonics Screening Check is used in Key Stage 1 as an assessment tool. Children who have not met the standard in Year 1 will retake the check in Year 2. Interventions are put in place for those children who need additional support.

At the end of each term, children's reading of common exception words is assessed using the Stoke Reads word lists. The PM Benchmarking Kit is used to assess children's skills in word reading and comprehension and to establish their reading age/book band level.

Summative teacher assessments are made 5 times during each academic year using the Stoke Reads Planning and Assessment Tool. Teachers use the assessment tool to accurately determine the pathway and step of the children in their class across 5 assessment foci. They use a variety of evidence from across the curriculum including: guided reading records, reading records, reading diaries, reading response activities and written comprehension tasks.

The pathway and step that each child is working at are entered onto the DCPro tracking system at each assessment point. All assessment data is analysed by the Assistant Headteacher. Target groups of children needing additional support in reading are established and individual provision for them is discussed at half termly pupil progress meetings.

Reading at Home

We acknowledge that it is the job of school staff to teach a child how to read and to develop as a reader. However, we value highly the importance of reading within the home environment.

Parents are encouraged to listen to their children read daily at home to build reading mileage. Children take books home regularly both from the reading schemes and free choice from 'book banded' selections. Children not yet secure at phase 5 phonics will have a decodable text as their home reader. In EYFS and Key Stage 1, parents are asked to note comments relating to their children's reading in a two-way contact book. In Key Stage 2, the children take responsibility for logging what they have read at home. The books that the children take home to read are of an 'Easy' level. This ensures that children are able to enjoy the books that they are reading with their parents as well as building their reading mileage; 'Instructional' level books

are reserved for when the children are taking part in the teaching of reading at school.

The school library is open before and after school every day. Parents are actively encouraged to make use of this facility with their children. Families can access the Junior Librarian library management system from home in order to browse resources, reserve books, make recommendations and write book reviews.

Parents are supplied with guidance from school about how to best support their children in reading, for instance, examples of questions that they can ask and how to praise specific elements such as intonation and fluency. Parent reading workshops and library orientation sessions help to inform parents about how to support their child's reading at home. Parents and other members of the school community are invited to volunteer to support children's reading in school.

Monitoring

Monitoring of reading takes place through various means:

- Observations of whole class, guided and individual reading sessions
- Pupil conferencing in which groups of children are interviewed about their view of reading
- One to one reading where the English Leader or other Senior Leader listens to a child read to establish the accuracy of the reading level awarded and the suitability of the reading material
- Learning walks to establish whether reading has been given a high profile within each classroom
- Scrutiny of planning for reading
- Book scans
- Parent questionnaires
- Scrutiny of reading diaries/journals

To learn to read is to light a fire; every syllable that is spelled out is a spark.

Victor Hugo

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