



READING POLICY

To love, to serve and learn.

We are a school family journeying together in God's love.

We serve each other to achieve our best.

We learn in fun and creative ways,
respecting everyone's gifts.

Intent

At St. Edward's Catholic Primary School, we believe that reading is a fundamental life skill which enables children to gain access to information and knowledge. Success in reading has a direct effect on the progress made in most areas of the curriculum. Therefore, reading underpins our whole curriculum through the use of Talk for Writing and texts which have been carefully selected to support it. It is crucial that we help children to develop independence, self-confidence and motivation as readers.

We aim to:

- cultivate successful, confident readers who are equipped with a range of strategies with which to decode print and interpret a wide variety of texts.
- place understanding and enjoyment at the heart of reading, fostering a delight in literature and a love of books.

Implementation

Teachers will create a literacy rich environment, which encourages children to want to read from a wide range of texts. Reading experiences will be carefully planned so that they meet the needs of the children and classrooms will be well-organised and resourced to promote and support independent learning. Texts will be chosen which are age appropriate and stimulating for children and, for independent reading, books will be matched as closely as possible to phonetic ability to ensure a good success. English lessons will centre around a key text from which reading skills will be developed alongside other appropriately selected texts to enhance the reading experience for our children and to develop the necessary skills they need.

Shared Reading will take place daily for those children no longer accessing RWI. These sessions will include a variety of activities over a week-long period including: guided read with teacher, follow up tasks linked to their specific text, independent comprehensions, vocabulary exploration and reading for pleasure.

Reading will also take place in wider curriculum areas in order to demonstrate the importance of reading in order to be able to access information and improve knowledge.

Using Talk for Writing 'read as a reader' principles, focused reading domain objectives and carefully selected texts, we will:

- help children to develop successful strategies for tackling print independently using phonics as the prime approach to reading unfamiliar words
- provide a rich and stimulating environment in which children have access to a wide range of books presented in an attractive and inviting way.
- provide individual children with support to help develop their confidence and independence.
- ensure there is a structured approach to the teaching of reading - whole class, individual and guided reading.
- ensure there is regular and ongoing assessment to identify individual needs.

- provide opportunities for children to hear stories read aloud and to allow them to reflect upon their own experiences and the language of the text.
- provide opportunities for children to ask questions about the text, retell the story and predict what will happen next. 3
- ensure that children have opportunities to discuss books they have read, express simple preferences and compare authors.
- provide opportunities for children to read their own and other children's texts aloud to the class.
- ensure that children have opportunities to read silently and to reflect critically upon their reading.
- provide opportunities for children to find information in books and data bases so that they are able to pursue an independent line of enquiry, sometimes drawing upon more than one line of enquiry.

Phonics - See separate policy document.

Inclusion

All children will have equal access to the reading curriculum regardless of race, gender, class, religion or ability. Teachers will ensure that they offer a broad and balanced curriculum, which enables all children to develop skills at their own level. Care will be taken to avoid material which presents gender or racial stereotyping. We will aim to provide literature which represents a wide range of cultures and social experiences. Where there is an identified special need in respect of reading, teachers will be responsible for planning a structured programme of work to facilitate the reading a development of the individual concerned. Children may be placed on an identified reading support programme such as RWI 1:1 support, or Fresh Start.

Assessment

Informal assessment of reading will be ongoing and based on structured observations by the teacher. For one to one readers, comments placed in the child's reading diary will be informative and focus on strategies and skills the child has and next step targets. Formal assessment of reading will take place at least half termly for children who are on the RWI programme by the designated assessment team. Children who have completed the programme will be assessed by their class teacher. Teachers will not only focus upon strategies and skills but will also look for the children's growing confidence and independence as readers - they will observe the way in which they read aloud, assess information retrieval strategies and personal and critical responses to the text. Formal written tests will be used at the end of each academic year using the NFER test materials from Y1 onwards. Year 2 and Year 6 children will be assessed using national materials on/during the designated testing period.

Impact

Our children will become successful and confident readers who can read age-appropriate texts with fluency, expression and understanding. They will make good progress and reach standards at least in line with, and endeavouring to surpass, their potential whilst taking into consideration their varied starting points. We intend that the impact of our reading curriculum ensures our children are academically prepared for life beyond primary school and develop a life-long enjoyment of reading.