



POLICY FOR READING

At St John's School we use the teachings of the Church of England to embed the following core Christian values.

These are:

Friendship



Forgiveness

Trust

and Compassion

These values will underpin the following Policy.

This Policy is reviewed every 2 years by the Headteacher and the English Coordinator

Date Agreed	31 st January 2022
Review Date	31 st January 2024
Signed by Headteacher	
Signed by English Coordinator	

At St. John's School we have a firm belief in all core Christian values. We will use the teachings of the Church of England, such as respect, honesty and care for others, to underpin the following policy.

AIMS

At St John's Primary School, we know that reading is one of the most important skills we teach our children. Reading is at the heart of our curriculum and we strive for our pupils to become competent, reflective and enthusiastic readers by the time they reach the end of Key Stage 2. We aim to ensure a balanced mix of approaches to reading so that our pupils achieve the skills required, a positive attitude, confidence as well as a life-long love of literature.

The National Curriculum (2014) states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is split into two main dimensions: Word reading and Comprehension (both listening and reading).

Reading is taught explicitly through English, Reading Skills sessions and Phonics lessons, but is also intrinsic to all other subjects. Teachers use a rich variety of texts to enthuse the children, spark their imaginations and develop vocabulary. Classrooms are well resourced with a range of texts for the children to read.

In whole class reading activities, the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration.

Teaching Assistants (TA's) provide further support in the classroom, used effectively to support either groups of learners or specific learners. They also provide 1:1 daily reading support for children identified as being below their year group expectations.

EARLY READING

In EYFS, reading is an integral part both inside and outside the classroom. Our Foundation classrooms are vibrant and rich in print. We aim to hear each child read daily. Reading is celebrated and promoted through:

- Enthusiastic staff who share their passion and excitement of literature with the children
- Snack time – share a story
- Use of core books for planning to match the children's interests
- Quality texts for the children to choose from
- Book corners, story sacks, puppets and role play areas linked to texts
- Well labelled areas and resources to promote early reading skills, both inside and out
- Listening to an array of rhymes and stories, modelling book behaviours (responding to punctuation, reading from left to right)
- Independent writing areas
- Shared activities and games to further develop phonics and reading skills

PHONICS

The daily teaching of Phonics has a high priority throughout EYFS and Key Stage 1. We have recently invested in 'Twinkl Phonics' and are beginning the transition to this from

Letters and Sounds. Through careful monitoring, children who need additional interventions are quickly identified.

**Please refer to our separate Phonics policy for further detail.*

Phonics and reading in EYFS:

We aim to provide a rich and stimulating environment to teach early phonics when children first start school, through creativity and enjoyment. Children are given Phonics cards during the first term to learn at home, moving to phonics-matched reading books by the end of term 1 for most children.

To ensure progression, records of the children's sounds are tracked weekly and reading progression trackers are used to map development. Interventions will quickly be put in place to target support where needed. Children read individually with an adult twice a week from a book that is matched to their phonic level; children who are identified as requiring extra support will be heard daily.

Phonics and reading in Year 1 & Year 2:

By the end of Year 1, we aim for our children to have completed phonics Level 5c. In Year 2 they will revise Level 5 in terms 1 & 2 and then move to Level 6. Children's progress and attainment is carefully tracked through the following:

- Year 1 tracking of Phase Levels and Common Exception Words (CEW) termly
- Reading book trackers to map the progress made on book band levels
- Individual tracking records of sounds learnt
- 1:1 daily reading support for those identified as requiring extra support
- Phonics intervention for those children in Year 2 who did not pass the Phonics Screening Test in Year 1
- Each child is allocated reading books to match their phonic development. Children also take home a 'choice' book to promote independence and preference.

Phonics and reading in Key Stage 2:

Children are assessed through a diagnostic phonics check at the beginning of Key Stage 2 and interventions are given to any children who require further phonic support. These children will have access to reading books that match their phonic development as well as access to colour banded books chosen for interest and skills development.

Reading book trackers are used to track children throughout Year 3 and 4 until they are competent, fluent readers appropriate for their age range. Any children with SEND continue to be tracked as they move to Years 5 & 6 to continue progression of skills. A BRS (Building Reading Stamina) approach is adopted for any children who are not fluent readers or those requiring extra support.

READING SKILLS SESSIONS

Reading Skills sessions (guided reading) through teacher-led groups is a very effective way of teaching specific key skills and is integral to our reading policy. Those skills are:

Decoding, Retrieval, Inference, Responding and Fluency. (See Reading Progression Maps.) The school incorporates the Reciprocal Reading approach which encourages children to develop as active, critical readers as they take on roles such as: Clarifier, Questioner, Summariser and Predictor.

Through these sessions the children will:

- Focus on a wide range of whole texts and excerpts
- Be supported in developing fluency which is critical for comprehension
- Be challenged through targeted questioning by an adult
- Develop critical thinking skills and be able to explain their preference
- Improve their comprehension skills and ability to evidence their answers
- Develop an enjoyment of sharing a text

READING BOOKS

Reading books are colour coded up to red band in Key Stage 2 (Year 5 equivalent) and are used to ensure the child has the right level of challenge to make continued progress. Children also have the opportunity to choose a book for pleasure from their class library. Teachers select topic boxes that link to different curriculum areas, as well as promote 'good reads' within their classrooms.

Children who require additional support in Upper Key Stage 2 have access to high interest reading material at an appropriate level, matched to their reading ability. Book areas and displays promote authors, book recommendations and celebrate the children who are achieving the Give Me 5 Reading Challenge on a weekly basis.

ENRICHMENT ACTIVITIES

Enrichment Activities are used across the school to foster a love of reading, these include:

- Celebrating Book Week
- Sponsored reading fundraising events
- Book Swap events
- Paired reading across the phases within school
- Author visits/writing workshops
- Library visits/Summer Reading Scheme
- Parents coming in to read

HOME-READING LINKS

Reading Afternoons: an opportunity for parents to come and see their children working on reading related activities, understand the skills taught and become familiar with reading terminology. It is also an opportunity to provide support and guidance to parents about how best to support their children's reading development at home.

Give Me 5! (GM5): our home reading challenge which asks the children to make 5 entries in their reading journals every week. As the children move through the school, the ratio of independent to adult reading sessions shifts as they move to increasing independence.

Drop-in afternoons: parents are invited in to EYFS to see their children's work and discuss the school's approach to reading.

Reading homework will be set in addition to the GM5 expectation, according to the Homework Policy. Comprehension exercises and reading activities are used frequently to reinforce skills learnt in class.

Online reading support: during lockdown, parents were sent links to Oxford Owl, various book related websites and also given logins for Pearson Phonics online library.

ASSESSMENT

Reading is monitored on a regular basis and tracked by staff to record progress and development.

- In the summer term of Year 1, the pupils undertake a phonics screening test. This is a short test to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. The aim of the test is to identify children who need extra support to improve reading skills.
- SATS (Standard Assessment Tests) are given at the end of Year 2 and 6. They are used to show children's progress in reading. In KS1 the tests are more informal and the results are used to back up teacher assessment, while in KS2 the tests are more formal and papers are sent away for external marking.
- NFER tests are used from Year 1 to Year 6 to assess written comprehension skills three times during the academic year. This information is used by the school to inform teacher assessment.

EQUAL OPPORTUNITIES

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping. We aim to celebrate cultural diversity through quality texts, author studies and cross-curricular planning opportunities.