



Join the faith and learning journey



St Antony's RC Primary School

Reading Policy

Mission Statement

St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.

INCLUSION STATEMENT

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community, in a modern society, where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

Adopted by Governors:(signed on hard copy)

Date:June 2023.....

Review date:.....June 2025.....

POLICY INTENT

The Intent of our reading curriculum is for children to quickly become fluent and confident readers who use this key life skill to make the most of their learning opportunities. We want them to be enthusiastic readers who have their imaginations kindled through quality stories and novels. We want our learners to extend their general knowledge of the world and have their curiosity sparked as they research and enquire through a range of media. We want them to understand an author's intentions and in turn develop their own vocabulary to express themselves clearly. Working with parents, we intend that our pupils leave St Antony's with a positive opinion of themselves as readers, ready for the next stage of their educational journey.

"So faith comes from hearing, and hearing through the word of Christ" Romans 10:17

AIMS

We follow the aims of the statutory Early Years Foundation Stage framework and the KS1 and KS2 National Curriculum. These aims form the basis upon which our distinctive curriculum for reading is built.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

IMPLEMENTATION OF THIS POLICY

SUBJECT LEADER ROLE

The subject leader for Reading is Mrs Heather McGowan supported by Mrs Park. The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in line with national expectations.

Subject leaders are the 'expert' in school and can offer support to other staff including signposting where necessary.

Together with the Phonics and Early Reading leader, Mrs Macneal, and Governors, Mrs McGowan is involved in the monitoring, review and evaluation of reading both as a standalone and as part of the wider curriculum.

RESOURCES USED

At St Antony's we understand that the use of progressive, systematic texts are crucial to building children's reading skills. With repetition and consolidation, pupils know and remember more, mastering the component skills of phonics and syntax necessary to develop fluency. We currently use the following resources to teach reading:

Little Wandle Letters and Sounds
Collins phonics matched texts
Literacy Counts: Steps to Read
Accelerated Reader
Oxford Reading Tree phonics matched and levelled texts
Comprehension Ninja
IDL software
Learning by Questions

CURRICULUM PROGRESSION THROUGH THE STAGES

Phonics

Teaching is focused and consistent. We use the Little Wandle letters and sounds scheme to teach phonics. (see Early reading and Phonics policy) Pupils read matched texts according to their phonics ability.

Reading books

Children take home individual books from Nursery class.

Our Early readers have a varied reading diet. They are taught to read using our Little Wandle books. They take stories from the Oxford Reading Tree home to read. These are matched to ability so that home reading is for consolidation and reading for pleasure.

Our Collins and Oxford Reading Tree books, as well as 'real' books form part of a progressive scheme right up to Year 6. In KS2, children begin the Accelerated Reader and access quizzes to test comprehension of the book they have just read. Depending on their result, children are progressed as necessary.

Resources for SEND and enrichment are included later in this policy.

Each pupil will participate in a guided reading session and identified pupils will receive a 1:1 teaching of reading session each week. Foundation stage pupils will experience a 1:1 teaching of reading or language development session daily.

Our school is working in line with National Expectations. They are that by the end of the year the majority of pupils will be able to read the following bands in bold making them EXS (expected standard). Pupils reading above these bands may be GDS (greater depth standard) depending on their corresponding comprehension skills.

All children will also have access to a book from the library, alongside their home reading book.

Y6	Level 20	OXFORD LEVELS 19-20
Y6	Level 19	BLACK/ ZPD 5.5-5.9; 6.0+
Y6	Level 18	OXFORD LEVELS 17-18
Y5/6	Level 17	DARK RED/ ZPD 4.5-4.9; 5.0-5.4
Y5	Level 16	OXFORD LEVELS 15-16
Y5	Level 15	DARK BLUE/ ZPD 3.5-3.9; 4.0-4.4
Y4	Level 14	
Y3/4	Level 13	OXFORD LEVELS 12-14
Y3	Level 12	GREY/ ZPD 2.0-2.9; 3.0-3.4
LIME Y2/Y3	Level 11	OXFORD LEVELS 8-11
WHITE Y2 KS1	Level 10	KS2 BROWN LEVEL
GOLD Y2 KS1	Level 9	These books are same Y2 -3 ability level but more age appropriate for older children in terms of themes and lengths of books.
PURPLE Y2 KS1	Level 8	Accelerated reader ZPD 0.1-1.9
TURQUOISE Y1	Level 7	Books from now on are levelled by Oxford Reading Tree and Accelerated reader ZPD ranges for comprehension and include the full phonic phase ranges.

Year 1	Phase 6	<p>CORE HOME READER</p> <p>All books from Phase 2 to Phase 6 are coded to perfectly match phonics knowledge. Pupils should have been taught these phonemes and the reading book will help to consolidate knowledge at home. They should be able to read them with little help.</p>	<p>Fun home reader books for comprehension and vocabulary development.</p> <p>IMPORTANT: PUPILS MAY SEE UNTAUGHT PHONEMES AND PARENTS MAY NEED TO READ SOME WORDS TO ENJOY THESE BOOKS TOGETHER.</p>
Year 1	Phase 5		
Reception/Year 1	Phase 4		
Reception	Phase 3		
Reception	Phase 2		
Nursery/ Reception	Phase 1	Picture books	

Reading Spine

At St Antony's we believe that children should experience a wide range of quality texts by the time they leave primary school. We read carefully chosen quality texts over the course of the year to every class. Children do not have to read these books themselves; they are read to. This enables them to listen to books which may not be accessible to them, enjoy a story for pleasure and develop their own pictures in their imagination. In turn they will internalise patterns of language and develop a richer vocabulary.

Reading by Six

We firmly believe that children should be enjoying books independently by the age of six. As some of our children enter school with little or no experience of books, we strive to provide a rich literary environment. We progress children's comprehension and love of books through spoken language and vocabulary teaching through picture books and topic role play. Sharing texts with adults and older children is something we encourage for our younger pupils, through regular story times and reading buddies. We aim to build strong home links as we know children who read at home, do better in school. We hold

parent workshops and communicate through home school reading diaries. All pupils have access to our school library and can borrow books to take home. All pupils in school have access to home readers, library books and enrichment texts. All pupils are expected to read regularly at home and teachers monitor this. In addition, pupils have access to the Bible throughout their time at St Antony's. We have Bible versions and stories accessible for every stage. Children are taught to respect books and treat them appropriately. This begins with the reverence shown to our Bibles in school.

The Bible is the only book whose author is always present when one reads it.

PLANNING AND SEQUENCING LEARNING

Reading is taught in three main ways: one to one, in groups and as a whole class. Pupils practise reading skills in independent activities. Staff make reference to the simple view of reading so are aware of children who can decode and comprehend text in varying degrees. Teaching is cohort dependent; staff use their professional expertise to choose whole class, group and individual lessons as appropriate.

1:1 Teaching of Reading Session

This session could be delivered by the class teacher or TA support and is the most effective way to teach reading.

1. Introduce / recap book
2. Explain focus of session
3. Adult model reading
4. Pupil reads, adult makes notes observing behaviour and supports pupil in reading
5. Praise given – next steps
6. Adult ask questions based on text
7. Review learning

Guided reading

Guided reading is taught regularly through school. It is one of the main strategies we use to teach the skills of reading. Books that link to curriculum areas and explore global and environmental issues form an important part of our resources.

Suggested structure of each session A

1. Share objective / target
2. Short introduction the book – title, this is a book about.... Link to own experiences
3. Walk through text – vocabulary, comprehension, strategy check
4. Independent read / 1:1 reading – teacher to move round group to 'listen in' to observe reading behaviour, advise and praise strategy use, next steps
Fast finishers have activity prepared e.g. word finding, sentence building, quick question
5. Return to text as group - respond to text, comprehension etc. refer to lesson objective address common confusions
Observations of reading behaviours and responses to reading inform the teacher of next

steps for learning.

Suggested structure of each session B

For a carousel approach:

Independent reading, Vocabulary and Retrieval sessions are independent.

A teacher led discussion on a deeper comprehension question is next with an exemplar answer and modelled write. The next session, pupils attempt a similar question using the skills learned.

Whole class guided reading sessions

Our Steps to Read programme sets the expectation to the correct level. It reflects researched evidenced teaching techniques which align with our work on metacognition in school.

Teachers use careful questioning to enable pupils to access the text at varying levels.

Genre and grammatical features may be a focus, as well as vocabulary and author intent. Pupils may work in collaborative pairs and groups to support each other's understanding of the text.

Independent activities

Pupils may read independently or complete phonics, vocabulary or comprehension activities.

EQUALITY

All pupils at St Antony's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences. With this in mind, we purchase resources that promote: gender equality; positive SEND role models; are inclusive of different races; embrace different family groups; and show sensitivity to world religions. We ensure that we spend Pupil premium funding well in order to reduce disadvantage, in particular the word gap.

Children who are not making expected progress in reading are monitored closely.

Advice may be sought from the subject leader or SENDCO in the first instance. They may be assessed using tests designed to indicate reading skill gaps. They may be involved with extra one to one reading time with an adult or be given extra intervention.

Support staff are trained in dedicated resources for reading recovery which are used for children working below national norms. Parents may be invited to workshops or given strategies on how to support their child at home from the class teacher or SENDCO.

ENRICHMENT AND MASTERY

We give our pupils opportunity to demonstrate mastery in a variety of ways. Through careful specific questioning, pupils are encouraged to demonstrate thorough comprehension including making justified inference about authors' choices. Through collaborative learning pupils are encouraged to bounce off each other's ideas and clarify opinions about texts.

Staff often read novels and make personal recommendations to pupils; pupils are encouraged to do the same for each other. Staff are seen as reading role models. We look to include visitors in and trips out for knowledge, skills and understanding to be applied and consolidated. Authors and storytellers are invited to work with pupils. Visits to the library are arranged. Reading ambassadors and librarians promote reading in school. Pupils are involved in the purchase of new books. A book club encourages the discussion of novels for pleasure and interest, not just a comprehension exercise. Other activities to enrich our reading curriculum include

- Themed curriculum events
- Reading competitions
- World book day
- Poetry challenge
- Drama activities
- Holiday reading challenges
- Second hand book sales
- Birthday gift books
- Topic boxes
- First News subscription – high interest relevant news for all
- Picture news display and commentary
- Reading buddies

Reading for Pleasure

We encourage children to read for pleasure in a variety of ways: by investing in new release books; displaying books in an inviting way; encouraging reading buddy partnerships with older and younger pupils; sharing class stories and novels regularly; encouraging pupils to read by recommending books to them.

There are book nooks in every classroom and around school, including outdoors; these are places where children can sit comfortably and read for pleasure. The library is accessible at lunchtime.

EXPERIENCES THROUGH THE CURRICULUM

Reading is the key to success across the curriculum. Texts shared in class will often be subject linked, reinforcing new vocabulary and improving subject knowledge. This extends to the outdoor environment where phonics and comprehension activities take place, often through other subjects. Examples include inference activities through Art and deduction through Maths.

HOME SCHOOL LINKS

Regular reading at home is expected as part of the home school agreement. Parent workshops at different Key Stages support parents in understanding how their children learn to read and reinforce the importance of reading at home. Parents are invited to school events, can communicate about reading through the dojo platform and access resources through our school website.

MEASURING THE IMPACT OF OUR POLICY

RECORD KEEPING AND ASSESSMENT

Class teachers are responsible for the day to day assessment of phonics and reading skills. The Foundation Stage Profile is used in Nursery to Year 1, and the end of Year National expectations are used in KS1 and KS2. Records of phonic phase knowledge and phonic phase book levels are tracked for every child until complete. In addition, information from the YARC reading test will be used to ensure teaching is pitched at the right level.

Assessment of reading is formative using the Target Tracker steps and statements. Termly data on reading progress is analysed by the SLT. Groups of children are monitored, e.g. gender, SEN, PPG. Reading comprehension assessments are used for summative assessment. These tests inform teacher assessment. All children from Year 1 complete PIRA tests.

National standards

Each year the outcomes of the EYFS, the Year 1 phonics screening, end of KS1 and KS2 tests are analysed by the Headteacher, SLT and Governors. Data led priorities will then inform our next course of action. We compare the progress and attainment of our children against national standards and have ambitious aims for each cohort.

MONITORING, REVIEW AND EVALUATION

Learning walks, lesson observation, book scrutiny, staff discussion, pupil conversations, presentation to Governors.

Reading targets are displayed in class and referred to regularly. There are modelled examples of 'VIPERS' and vocabulary work. Pupils are encouraged to have ownership of their next steps for learning.

A record of 1:1 reading is kept by each class teacher. A class tick list is displayed for monitoring. Class teachers are expected to know which children are reading regularly at home and make contact with those parents who do not support home reading.

Termly pupil progress meetings will give the teacher opportunity to discuss progress against targets with the Head teacher. Interventions are evaluated and reviewed; new interventions are planned.

STAFF DEVELOPMENT

Staff have regular CPD regarding reading, phonics and guided reading. Sessions are repeated for new staff and for those requiring a refresher. Questioning skills are also a focus. Peer coaching and the SIG group also provides a forum for discussion and development. Subject leaders also use National College on line training and Lancashire leader networks.

GOVERNORS INVOLVEMENT

The link Governor for this subject is Lauren Boyd.

Subject leaders prepare bids for the finance committee; these are linked to school

priorities. Subject leaders are asked to present their work to governors. This may be done in the form of a presentation to a committee or a professional dialogue with a link governor. Action plans are shared with Governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

CONCLUSION

The ability to read fluently, confidently and with enjoyment is a vital key to success not only at school but also in later life. We aim to give St. Antony's children the best possible start to their school lives and beyond.

Reviewed June 2023

This policy is reviewed every two years.