



**Be the best
for God you
can be!**

Our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on Colossians 3:23. *'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

Trust:

'Trust in the Lord with all your heart and lean not on your own understanding'

Proverbs 3:5

Compassion:

'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself'

Matthew 22:37

Thankfulness:

'Be thankful in all circumstances. This is what God wants from you in your life'

Thessalonians 5:18

Hope:

'But those who hope in the Lord will renew their strength'

Isaiah 40:31

Perseverance:

'I know your deeds, your love and faith, your service and perseverance'

Revelations 2:19

Forgiveness:

'For if you forgive other people when they sin against you, your heavenly father will also forgive you'

Matthew 6:14

Reading Policy

1. Statement of intent

At St Barnabas and St Paul's Church of England Primary School, our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on *Colossians 3:23*, 'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'

At St Barnabas and St Paul's, language and reading are at the heart of our curriculum. We understand that reading is the gateway to all further learning, as well as a source of enjoyment and wonder. With this in mind, our aim is for every child to become a fluent reader with a tool-kit of strategies to help them read and understand a variety of texts. We want children to become proficient readers in order for them to reach age-related expectations, keep up with their peers and enable them succeed in life. In addition, we want children to develop a love of reading and read regularly for both pleasure and information. Our book-based English curriculum is designed around the needs of our pupils, and utilises a variety of approaches to enable pupils to make good progress.

1.1 Aims

The aims of teaching reading in our school are to develop pupils who:

- Exhibit positive attitudes towards reading, demonstrating a love of literature and reading as a whole.
- Rapidly acquire a secure knowledge of letters and sounds (graphemes and phonemes) and make sustained progress in learning to read fluently.
- Read easily and fluently with good understanding across fiction, non-fiction and poetry.
- Acquire a wider and more extensive vocabulary.
- Participate in the teaching of phonics knowledge, skills and understanding in a rigorous, systematic and enjoyable way.
- Develop their reading in all subjects to support their acquisition of knowledge.
- Read regularly for pleasure both at home and school.
- Read with increasing expression, using intonation, tone and volume to communicate understanding.
- Build upon their cultural, emotional, intellectual, social and spiritual development through their reading.
- Develop good comprehension by drawing from their linguistic knowledge.
- Can share their ideas in discussions whilst listening and turn-taking.
- Can provide reasoned justifications for their views and courteously challenge those of others.

2. Roles and responsibilities

The **subject leader** is responsible for:

- Holding classroom teachers to account for pupils' attainment in reading.
- Carrying out learning walks and monitoring to ensure the school's expectations and aims are being adhered to.

- Supporting classroom teachers in identifying CPD opportunities for themselves.
- Undertaking CPD to improve their own practice.
- Identifying areas for improvement in the reading curriculum and ensuring these are addressed.
- Keeping abreast of, and informing classroom teachers about, new developments in the curriculum, and assisting in the implementation of these.
- Supporting classroom teachers and TA's to effectively develop pupils' capabilities.
- Working with classroom teachers to ensure continuity between year groups.

The **classroom teacher** is responsible for:

- Acting in accordance with this policy.
- Working with the **subject leader** to ensure the high-quality delivery of the reading curriculum.
- Undertaking additional training and CPD to improve practice.
- Planning and delivering lessons for pupils in line with the National Curriculum and our schemes of work.
- Working with the **subject leader and other teachers** to ensure continuity between year groups.
- Ensuring **all pupils** can access the curriculum in accordance with the relevant school policies.
- Recording evidence of pupils' engagement with high-quality reading sessions.
- Ensuring progression of pupils' reading skills in lessons, with due regard to the national curriculum.
- Liaising with the **subject leader** about key topics, assessment, resources and support for individual pupils.

The **special educational needs coordinator (SENCO)** is responsible for:

- Liaising with the subject leader in order to ensure the reading curriculum is accessible to all pupils.
- Advising staff how best to support pupils' needs.
- Advising staff on the use of 1:1s in order to meet pupils' needs.

3. The National Curriculum

Word reading Year 1; pupils will be taught to:

- Apply phonic knowledge and skills to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes (40+), including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings.
- Read other words of more than one syllable that contain taught GPCs.

- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter/s.
- Accurately read books aloud that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in reading.

Comprehension in Year 1; pupils will be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently at.
 - Being encouraged to link what they read or hear to their own experiences.
 - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 - Recognising and joining in with predictable phrases.
 - Learning to appreciate rhymes and poems, and to recite some by heart.
 - Discussing word meanings, linking new meanings to those already known.
 - Understand the books they can already read accurately and fluently, and those they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read, and correct inaccurate reading.
 - Discussing the significance of the title and events.
 - Making inferences on the basis of what is being said and done.
 - Predicting what might happen on the basis of what has been read so far.
 - Participate in discussion about what is read to them, taking turns and listening to what others say.
 - Explain clearly their understanding of what is read to them.

Word reading in Year 2; pupils will be taught to:

- Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Accurately read words of two or more syllables that contain the graphemes taught so far.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

Comprehension in Year 2; pupils will be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
 - Discussing the sequence of events in books and how items of information are related.
 - Becoming increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales.
 - Being introduced to non-fiction books that are structured in different ways.
 - Recognising simple recurring literary language in stories and poetry.
 - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
 - Discussing their favourite words and phrases.
 - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand the books that they can already read accurately and fluently, and those that they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read, and correcting inaccurate reading.
 - Making inferences on the basis of what is being said and done.
 - Answering and asking questions.
 - Predicting what might happen on the basis of what has been read so far.
 - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
 - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Word reading in Years 3 and 4; pupils will be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to reading aloud and understanding the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension in Years 3 and 4; pupils will be taught to:

- Develop positive attitudes to reading, and an understanding of what they read, by:
 - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - Using dictionaries to check the meaning of words that they have read.

- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
 - Identifying themes and conventions in a wide range of books.
 - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
 - Discussing words and phrases that capture the reader's interest and imagination.
 - Recognising some different forms of poetry, e.g. free verse, narrative poetry.
- Understand what they read, in books they can read independently, by:
- Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.
 - Asking questions to improve their understanding of a text.
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Identifying main ideas drawn from more than one paragraph and summarising these.
 - Identifying how language, structure, and presentation contribute to meaning.
 - Retrieve and record information from non-fiction.
 - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Word reading in Years 5 and 6; pupils will be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to both read aloud and understand the meaning of new words they encounter.

Comprehension in Years 5 and 6; pupils will be taught to:

- Maintain positive attitudes to reading and an understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
 - Recommending books that they have read to their peers, giving reasons for their choices.
 - Identifying and discussing themes and conventions in and across a wide range of writing.
 - Making comparisons within and across books.
 - Learning a wider range of poetry by heart.
 - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

➤ Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

3.1 Cross-curricular links

As reading underpins all areas of the curriculum, children will apply the understanding gained through this to all subjects in school. Developing their reading ability will allow children to not only read, but also to spell and write words confidently. This understanding will transfer to all areas of the curriculum, where they will be able to read information relating to other subjects and also write to demonstrate their understanding of different topics.

4. Planning

All relevant staff members are briefed on the school's planning procedures as part of their staff training and induction.

4.1 Long-Term Plans

Key Stage One

The Phonics curriculum LTP gives teachers an overview of which Read, Write Inc units should be taught across the key stage. The Phonics Reading and Progression Map also demonstrates how children's phonic skills should progress through Key Stage One, as well as outlining the Read Write Inc books that will be used for daily Whole Class Reading at each stage of the year.

In Year Two, during the Summer term, Read, Write, Inc Comprehension modules are used. In addition, one unit of poetry is taught each half-term across the key stage.

Key Stage Two

In Key Stage Two, the WCR LTP gives teachers an overview of what should be taught in daily WCR across the key stage. Badger Learning, Cracking Comprehension, Read, Write Inc. Comprehension modules and class novels are all used to support the teaching and learning of reading.

5.2 Short term planning

Key Stage One

Short term plans, following the Read, Write Inc scheme, are available for teachers and should be used in order to deliver Phonics sessions. Teachers must ensure that their lessons demonstrate the steps laid out in the plans, ensuring that all pupils engage with their learning and that there is an appropriate balance of structured teaching and independent application time.

All teachers should use the plans provided (as created from the Read, Write Inc. scheme) alongside the LTP Overview and Progression Map in order to deliver 30 minutes of Phonics teaching per day, which will be consolidated and applied further during Whole Class Reading Sessions.

Whole Class Reading sessions using Read Write Inc books (and Read, Write, Inc. Comprehension modules in the Summer term in Year 2) should follow the Progression Map to indicate what books are used. Following this, teachers should plan lessons using the provided planning format that specifies the learning focus and the style of reading for each day.

Key Stage Two

Daily Whole Class Reading sessions should be planned using the following format:

	Reading strategy
Monday	Vocabulary, prediction and reading the text (reading strategies)
Tuesday	Skimming, scanning and reading the text (reading strategies)
Wednesday	Retrieval
Thursday	Inference
Friday	Summarising and sequencing

5. Teaching and Learning

Our school follows the Read, Write Inc phonics program from Reception into Key Stage 1. When pupils complete the phonics program of learning, embedding all the Set 1, 2 and 3 sounds, they move onto the RWI spelling program that then runs throughout Key Stage 2. Phonics is taught daily through a 30-minute whole-class session in Reception and Key Stage 1. In addition to this, pupils also receive a daily Whole Class Reading session. The books shared in these sessions feature sounds already learned through phonics lessons, allowing children to consolidate and apply their knowledge. Any pupils who are identified as needing further practice are then targeted through a 'keep-up' session to ensure they continue to learn at the same pace as their peers.

Teachers are required to plan a teaching cycle for phonics including the review, teach, practise and apply model. There are short-term plans provided to support teachers with this

planning, as well as training videos that outline what each part of this cycle should contain, and a progression map to ensure that teachers understand the development of the subject across their year group.

Whole Class Reading sessions take place daily, during which comprehension skills are developed through exploration of vocabulary, inference, prediction, explanation, retrieval and sequencing.

6. Parents and Reading at Home

We believe that parental involvement and encouragement can play a crucial part in pupils' reading development. We promote a home-school reading partnership by communicating with parents and sharing information with them through meetings, newsletters and other relevant methods of communication.

Throughout Key Stage 1, children are provided with Read, Write Inc 'Book Bag Books' for home reading that are closely matched to their developing phonic ability through use of assessment, and are changed once a week. The children move through these books systematically, allowing them to embed and consolidate their phonic understanding, as well as develop their comprehension skills. In Key Stage 2, children self-select a home reading book of the correct level for them using our colour-coded book banding system. These are changed when the children have finished reading the books.

These books are recorded on Boom Reader and parents are encouraged to make notes to communicate the progress that takes place at home.

All pupils across school are listened to read individually at least once a week, and the most vulnerable pupils are listened to on a daily basis. Additional vulnerable pupils are identified and listened to read at least twice a week.

In addition to this, the children also use the school's library facility to take home a reading for pleasure book, which is changed when necessary. The library is open to all pupil and parents throughout the week to help promote a love of reading and increase parental engagement.

Pupils in Key Stage One may also receive phonics homework as deemed appropriate by their teacher, whilst Key Stage Two pupils will have access to Reading Plus, which assesses their reading ability, and are set tasks based on this. Pupils should access Reading Plus at least three times a week as part of their homework.

7. Reading for Pleasure

The school library allows children to explore reading for pleasure and develop their love of reading in their own time. Children can access a wide range of texts suitable for their ages and beyond. They are able to scan these texts and allocate them to their account using the Junior Librarian software. This software has a wide range of features to ignite their interest in reading. For example, multilingual support for children whose first language is not English; author videos to capture the children's imaginations, and the opportunity to write and read reviews by their peers prior to choosing a book.

The wide range of texts and literary experiences on offer within school allow children to immerse themselves first-hand in the joy that stories can offer and the knowledge that books can bring.

As well the library, each classroom has a designated reading area for children to access relevant texts, such as those linked to their subject areas. Furthermore, there is an outdoor reading area for children to enjoy reading with their peers or independently during their lunch-time.

In addition to this, 20 minutes each day is timetabled for 'SQUIRT' sessions (Silent or Quiet, Uninterrupted Reading Time). During these sessions, children will read books of a suitable level independently, or may be read an age-related 'recommended read' by the class teacher depending on their age and the teacher's discretion.

Each week, parents from different year groups are invited to a Reading Café where they can share stories with their child(ren) in a relaxed atmosphere.

8. Assessment and Reporting

Children's reading abilities should be assessed both formally and informally, using a mixture of summative and formative assessment techniques in order to ensure the abilities of all pupils are effectively evaluated.

8.1 Formative and Summative assessment

Formative assessment should be used throughout the year in order to monitor children's understanding of reading concepts on a day-to-day basis and address misconceptions immediately. This type of assessment should inform a teacher's immediate lesson delivery and any children identified as falling behind in reading should be targeted through a 'Keep-Up' intervention session.

Throughout the year, teachers will plan on-going formative assessment opportunities in order to gauge whether pupils have achieved the key learning outcomes. This formative assessment, alongside teachers' judgements, should then contribute towards summative assessments.

Any children identified as falling behind in the summative assessments should be targeted through timetabled 'Catch-Up' intervention sessions.

Teachers should assess the pupils regularly throughout the year to identify gaps in learning, ensure pupils are keeping up and that they are suitably challenged.

We measure the impact of our curriculum through the following methods:

- RWI phonics assessment sheets
- Previous phonics screening tests
- Phonics screening results at the end of Year 1
- NFER reading assessments
- End of Key Stage assessments
- Spelling, Punctuation and Grammar tests

Reading data throughout the school will be monitored by the subject leads and SLT and used to inform future areas for development to drive progress in the subject.

9. Monitoring and review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in the subject at St Barnabas and St Paul's school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Any changes made to the policy will be communicated with staff.