



**Our Lady Queen of Peace RC Primary
School**

Reading Policy

Reading at Our Lady Queen of Peace

At Our Lady Queen of Peace, we believe that reading is an important life skill and that it is important in laying a firm foundation to allow children to access all areas of the curriculum. We understand that being able to read brings a joy and sense of awe and wonder and aim to promote a life-long love of reading. We place reading and books at the core of our curriculum, recognising the important role reading plays in extending vocabulary and developing comprehension skills both in Literacy and across the curriculum. We intend to increase our children's access to high quality texts, improve vocabulary, challenge children to become more confident and enthusiastic readers and promote a real pleasure of books. We believe that success in reading opens the doors to a world of knowledge; it is crucial in developing children's self-confidence and motivation to learn. The development of speech and language is identified as a priority for our school so the promotion of a rich cross curricular vocabulary throughout school is planned into all subjects.

Aims

- To deliver a structured and consistent approach to reading across school
- To promote and encourage lifelong enjoyment and love of books and Reading
- To develop reading strategies and skills; fluency, accuracy, understanding and response to different texts
- To read and enjoy a variety of texts from a variety of sources: library, class reading areas, home reading and class reading
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment
- To recognise and value of parents and carers as essential components in supporting and developing children's reading skills and love of books
- To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage

How is Reading Taught at Our Lady Queen of Peace?

We have a whole school approach to the teaching of reading following the National Curriculum. As an area of focus in all core subjects, links are made across the wider curriculum through Opening Worlds and a range of strategies are taught throughout all classes. An emphasis is placed on the role of storytelling across English and the wider curriculum.

In the Early Years Foundation Stage, opportunities for reading are provided daily.

A wide range of approaches are used to provide first hand experiences, and the children are taught in a print rich environment. Teaching aims to excite and stimulate children through active learning in which they enjoy achieving and progressing in their love of books.

We use a systematic and synthetic phonics programme called Essential Letters and Sounds (DFE approved) across Early Years and KS1. ELS teaches children to read using a systematic synthetic phonics approach. ELS teaches children to decode by identifying each sound within a word and blending them together to read fluently and to encode by segmenting each sound to write words accurately.

Language development is a very strong focus in our Early Years curriculum because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Implementation

Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'.

These include: sharing high-quality stories and poems, learning a range of nursery rhymes and action rhymes, activities that develop focused listening and attention, including oral blending, attention to high-quality language and modelling vocabulary daily. This ensures children are prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Reception

ELS whole-class, daily phonics teaching begins from the first days of Reception. Through the rigorous ELS teaching programme, children build an immediate understanding of the relationship between the sounds they can hear and say (phonemes) and the written sounds (graphemes). Each ELS lesson is designed to ensure that the minimum cognitive load is placed on the learner. The structure of the lessons allows children to predict what is coming next, what they need to do, and how to achieve success. Phonics assessments are carried out in review weeks each half term, using Phonics Tracker. These, along with teacher assessment, are used to inform what has been achieved and where gaps may lie. Interventions are then planned accordingly.

Children take home fully decodable home reading books each week which support our phonics programme. They are encouraged and rewarded for their participation in this programme. We believe parents play a key role in helping their children improve at and enjoy reading and actively promote supporting their children by hearing them read at home as well as questioning them about their reading to check understanding. Any pupils who are not able to read regularly at home, read regularly in school.

Children enjoy daily story times across Early Years. These focus on developing listening skills, story structure, comprehension skills, recall and enjoyment with the aim of fostering a lifelong love of reading.

Reading in Key Stage 1

Reading in Key Stage 1 – Phonics

In Early Years and Key Stage 1, we use a systematic and synthetic phonics programme called Essential Letters and Sounds, which is DFE approved. ELS teaches children to decode by identifying each sound within a word and blending them together to read fluently and to encode by segmenting each sound to write words accurately.

With ELS, there is a daily phonics lesson where children are taught a new sound, or where they review sounds learned previously. Children learn the letters (graphemes) that represent the sounds (phonemes). The children are then asked to read words and sentences with the new sounds in. We read sentences three times; once to segment and blend the words, a second time to read the sentence fluently and a third time to read with expression.

ELS is delivered using a whole-class approach. This ensures that all children benefit from the full curriculum. Children who encounter difficulties are supported by the teacher throughout the lesson, during the 'Apply' stage of the lesson. Where further support is required, ELS has three interventions to ensure that any learning gaps are quickly filled; Oral Blending, GPC Recognition and Blending for Reading.

We assess children's phonic knowledge in the fifth week of each half term, to allow all members of staff to target and close any gaps that may be present in either sound knowledge or reading skills. By undertaking assessment in the fifth week we are able to action a direct intervention before any upcoming school holidays. Children are also regularly assessed by completing practise Phonics Screening Checks to help identify any gaps in knowledge of sounds or blending skills. Any pupils who do not pass the Phonics Screening Check in Year 1 receive additional phonics teaching and interventions in Year 2.

Each week children take home two fully decodable home reading books which support our phonics programme and is at their reading level. They are returned to school alongside their reading records. Pupils also read twice weekly to an adult in school. Children who do not read frequently at home read aloud daily in school

Reading in Key Stage 2

In KS2 children complete a Salford Reading Test at the end of each term. This gives a reading and comprehension age score. Children reading at 10.4+ are classed as “Reading for Pleasure.” They choose their own reading book from the appropriate section in the classroom or library.

Children who are not yet “Reading for Pleasure” are able to choose from levelled book bands as follows;

Lime (ORT Stage 11-12)

Brown (ORT Stage 8-11)

Grey (ORT Stage 12-14)

Dark blue (ORT Stage 15-16)

Dark Red (ORT Stage 17-20)

The colour bands are wide which will allow for teacher assessment and decision as to where children are within them. Children are not required to read every book in the band before moving on. We have invested in a wider range of stimulating texts to increase motivation in our older readers and in Lower Key Stage 2 transitional texts.

Reading in the classroom in KS2

At Our Lady Queen of Peace, we use a text based English curriculum using high quality texts and lesson plans from the Bishop Wilkinson Trust Curriculum scheme. We use a rich Reading Spine, curated to provide a structured, progressional approach to the texts we teach.

In KS2, all classes have an allocated text to use each term from our Literary canon. This is supplemented with an additional poetry unit. Lessons focus on whole class reading, grammar, oracy and writing skills and comprehension.

Planning focuses on increasing children’s fluency, accuracy and comprehension through modelled reading and reading aloud. Teachers model reading skills, strategies and recognition of words appropriate to their year group. Lessons follow an ‘I do’, ‘You do’, ‘We do’ approach, which is mirrored in our maths curriculum.

Discussions have a specific focus and questions are scaffolded to support all learners. The specially chosen texts within our Literary canon include a broad and rich diversity of texts from the seven stories; Overcoming The Monster, Rags To Riches, The Quest, Voyage & Return, Comedy, Tragedy and Rebirth. This ensures the inclusion of different cultures and topics and challenges children to become reflective, confident readers. Texts have been carefully selected to ensure a breadth and progression of links to our wider PHSE curriculum and our British Values.

Non-Fiction texts are taught through our Opening Worlds curriculum in History and Geography which develops children’s broadening vocabulary and deepening historical and geographical knowledge. This language is embedded in linked texts through our English curriculum.

Reading Schemes

At Our Lady Queen of Peace, reading is an integral element of all children’s learning and progress. Our Reading and phonics scheme is Oxford Reading Tree. All books are sorted by stage in order to

ensure progression and challenge for all children. In KS1 all reading books have been re-banded so that they are phonically appropriate for each phase. This will ensure children's reading books are phonically decodable for the phase that they are learning – matching their books in this way will ensure that what is being taught in the classroom will be embedded and reinforced through their reading books as well as improve comprehension skills.

Comprehension

Reading comprehension is the ability to read a text and understand its meaning. The National Curriculum divides reading up into two closely linked skills: word reading and comprehension. Word reading is the name given to recognising the words on the page or screen. Through Essential letters and sounds, phonics is used to help children with develop the skills to recognise letters, decode and blend. Alongside this, children need to develop the understanding of what they are reading; this is comprehension. Comprehension is a key strand of the National Curriculum and is assessed in the Key Stage 1 SATs and Key Stage 2 SATs.

In Year 2, children are becoming fluent readers. They are given opportunities to develop their understanding of books they read and books that are read to them through:

- listen to and talk about a range of stories and texts
- understand and discuss both the books they can already read themselves and those they listen to
- talk about books and poems, taking turns and listening to what others say.
- discuss the meaning of the words they read and make connections between new words and the words they already know
- discuss the words and phrases they like in a story
- talk about the way a non-fiction book is structured (headings, photographs, captions, contents page and so on)
- check that they have read a story correctly by spotting if it doesn't make sense
- predict what is going to happen next based on what has happened so far
- infer the feelings and motivations of characters

In Year 3 and 4, comprehension and building the habits that make a confident and keen reader are developed. Children learn to:

- read a wide range of books and retell some stories orally
- read aloud and perform poems and play scripts
- talk about interesting words and phrases
- read between the lines and use evidence from the text when giving their opinion
- predict what might happen next
- use dictionaries to check the meaning of words.
- talk about the structure of non-fiction books
- spot themes (recurring ideas) in a book
- ask questions about a book to help them to understand it
- summarise the information or plot in a book
- make inferences (read between the lines) about a character's behaviour, motivation or feelings.

These skills are developed further into Upper Key Stage 2.

Intervention

Every year, Y1 pupils take the National Phonics Screening check. This summative assessment forms the basis for phonic interventions in Year 2 and into KS2. Furthermore, Year 1 and 2 also undertake regular formative assessment on a five weekly basis to ensure children are keeping up and those who need support are catching up quickly and successfully. Children identified as needing additional catch up in Year 2, receive daily small group intervention on specific sounds.

Early intervention is used in Lower Key Stage 2 to address any gaps in phonetic understanding to ensure gaps do not widen. Children may be assigned 1-1 time or work in small groups based on their phonetic needs. They are reassessed termly to ensure progress and reassess targets. In KS2, all children complete the Salford reading test at the end of each term which is used to ensure the children are reading appropriately challenging books. In addition to this, our school has invested in NFER tests which all children from Year 3 onwards undertake 3 times a year. These provide teachers with an accurate assessment of where children are in relation to age-related expectations and this information is used to inform assessments. From this, teachers are able to use gap analysis on reading knowledge and skills in their classes, inform interventions and pinpoint teaching to ensure all children know more and remember more. In addition to this, for the lowest 20% of readers in KS2, targeted interventions take place on a 12-week cycle to assess progress. In Y3/4 this is delivered through the ELS Progress scheme and in Y5 and Y6 through the 1:1 reading and comprehension interventions.

1:1 Reading

Across the school, the lowest 20% of readers and those not reading regularly at home are known as 'priority readers' and these children read 1:1 with an adult three times a week. Intervention staff complete a YARC assessment to determine the specific area of need. Reading Buddy, as part of ELS, and Rising Star is used to support comprehension skills alongside class strategies within English and humanities lessons.

Reading Reward Scheme

At Our Lady Queen of Peace, emphasis is given to developing our children as having the 'rights of a reader'. To support reading for pleasure and engage interest in texts, children from Year 1 to Year 6 receive a cloth bookmark. Children can earn a bookmark for milestones of reading. Throughout the year, children will also compete in challenges to earn limited edition themed badges to add to their reading bookmark. Children who complete a bronze, silver or gold award of 300, 400 and 500 books will receive an additional prize.

Class Libraries

All classes have access to a Reading area that invites them to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race. We have mobile library boxes within classrooms that are used for reading for pleasure and ensure each child has a book to take home. We also have a curriculum subject based research library so children can enjoy non-fiction texts alongside their current topic in class. Respect for books is modelled by all staff. This area aims to promote reading in an engaging way. Pupil Voice is used to aid in stocking class libraries to ensure books are engaging.

Home Reading

We believe parents play a key role in helping their children improve at and enjoy reading and actively promote supporting their children by hearing them read at home as well as questioning them about their reading to check understanding. Support with questioning is available from class teachers.

Children are required to bring their reading record and reading book into school in their bookbag every week. They are set reading-based tasks every term from a reading menu, to complete based on their chosen text and parents are asked to sign the comment booklet to confirm their child has read and understood. Teachers will monitor reading records. Parents meetings are held at the beginning of term to introduce the reading expectations and explain reading homework. Progress in reading and phonics is discussed with parents at parents' evening across the year.

Assessment

Careful assessment is used to inform the planning and teaching of reading across school. This takes various forms:

- Phonic assessments are carried out based on the ELS Phonics scheme and teachers' assessment is daily to ensure understanding and address gaps in knowledge
- Teachers give immediate feedback during lessons to support in class reading
- Attainment and progress are assessed using Cornerstones. This indicates children's progress based on their current achievement.
- YARC tests are used to assess children's fluency, comprehension and reading age for intervention.
- The Salford reading Test is used termly to monitor progress from Year 3 to Year 6.
- Reading comprehensions e.g. Cracking Comprehension are used to assess pupil response to text in line with the expectations for the end of KS1.
- Year 6 complete the National end of Key Stage SAT tests.
- Children in Year 1 undertake the National Phonic Screening Test. If they do not pass, children are provided with focussed intervention daily and have another opportunity in Year 2. Results are reported to parents.