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|  | Reading Policy |
| Approved Autumn 19 | Review Autumn 20 |

At St John the Baptist School we aim to foster a love of reading so that children can engage fully with the whole curriculum. Through our Gospel values we encourage children to have the courage to read unfamiliar texts from a wide range of genres. With humility, kindness and compassion children are supported to gain the necessary skills to read fluently and sustain this important lifelong skill. With diversity in mind, children are exposed to a variety of texts from other cultures. We believe it is right for every child to be able to read. Through our reading curriculum we develop children to have the knowledge and skills to be confident and skilful readers. We are constantly looking to improve our inclusive provision for our children to ensure that are able to fulfil their potential in reading.

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

**Aims**

Our aims are based on the following core values and ethos in our mission statement, which is:

**Live, Love, Learn in a Caring Catholic Community**

* All children have access to a broad, balanced and differentiated reading curriculum and out of school reading activities.
* All children who may have special educational needs and/or additional needs are identified and provided for as early as possible and reading inventions suitably matched.
* We develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers
* We develop reading strategies and skills, accuracy, fluency, understanding and response to texts
* We develop the ability to use and manipulate a variety of texts, both fiction and non-fiction
* We develop children’s experiences through a variety of texts including the use of libraries, ICT and other available media.

**Phonics**

All children in Class 1 (EYFS and Year 1) will be taught systematic phonics daily through Letters and Sounds. This will happen through dedicated phonic lessons and will be re-visited through other curriculum areas throughout the day. Children from year 2 and 3 identified as needing to continue phonics will be planned for accordingly, ensuring daily interventions take place for these children.

At the start of term there will be a parents’ meeting held in school to advise parents of phonic strategies in reading so that they are able to support their child at home with early reading. Phonics will be planned and assessed on a daily basis.

**Spelling**

In years 2, 3, 4, 5 and 6children will follow the no-nonsense spelling programme as a consolidation and progression from Letters and Sounds. This programme will be delivered three times a week in a dedicated spelling lesson. Spellings will also be taught in lessons across the curriculum.

**Guided Reading**

Guided Reading will occur daily in all classes. All children will have the opportunity to take part in a shared reading experience in a small [4-6] group guided by an adult once per week. Each session should be a minimum of 20 minutes.

All guided reading sessions should have an objective linked to year group expectations and these should be recorded on the schools guided Reading Planning/Record sheet. During guided reading the adult with each group will record children’s responses to the text and the skill being taught. All books chosen for guided reading should be matched to their phonic/reading level with challenge. Each class should have a file of evidence of guided reading. All classes should include shared reading within their guided reading sessions whether with an adult or a peer.

**Story time**

All classes have a daily dedicated story time. This should last for 15 minutes and books should be chosen from Pie Corbett’s Reading Spine to ensure that the children experience fiction, non-fiction and poetry so as to develop their imaginations. We aim for every child to experience the pleasure and challenge of great literature. Children will be helped to inhabit the world of story through book discussion, drama, writing-in-role and play. Imaginative engagement with the text draws children into the tale, and makes it a deeper, more memorable and meaningful experience.

**Individual Reading**

All children will have at least one individual reading book either from the schools reading scheme or the school library free reader books. Children in Foundation Stage and Year 1 will have their books changed by an adult when they have read each book three times. Children in years 2-3 will be able to change their books when there is evidence that an adult has heard them read it. Children in years 4-6 will change their books as required.

Some children will read daily with an adult and other children will be heard at least once a week with an adult in school. A reading log of readers will be kept in each class. Each child will have a reading record book which lists all the books that the child has either read or is reading. Adults will make appropriate comments in these record books. Children will take reading books home and it is an expectation of the school that children will be heard read by adults at home. Teachers will frequently assess each child’s reading progress and targets will be set in line with this assessment.

There are opportunities planned for children to read aloud to a variety of audiences. These could be through Literacy Work, Guided Reading or performances to audiences including whole school and families.

**Shared Reading**

This takes place during English lessons and often forms the basis of further literacy work. This includes big books or texts displayed on the Interactive White Board. During this time specific reading skills or features of differing genre will be taught. This is an opportunity to discuss the use of language, widen the children’s vocabulary and develop their levels of comprehension. Higher order reading skills and reading comprehension are explicitly taught through planned lessons based on good quality literature. There are also opportunities for shared reading across the curriculumand within continuous provision in EYFS.

**Assessment**

Children are assessed in line with the school’s Assessment Policy using a variety of strategies. Children are assessed against age related expectations through formative and summative assessment by the class teacher. Children are tested on a regular basis for phonic knowledge and spelling capability. Children in EYFS and Year 1 will be tested against using the Benchmark system of reading assessment.

All children are assessed using the Pira Reading Test which gives children a reading age and a standardised reading score. These test results as well as the teacher’s formative and summative assessment are then collated and targets set for each child.

Year 1 are assessed by the National Phonics Screening Test.

Year 2 children are assessed using the Government’s standardised Reading Test [SATs].

Year 6 children are assessed using the Government’s standardised Reading Test [SATs].

Data from all assessments is shared with senior leaders in Pupil Progress meetings on a termly basis. Next steps decisions are considered and intervention strategies are put into place to address any underachievement.

Mrs Waiters (Literacy Lead Autumn 2019)