



St Luke's Catholic Primary School Reading Policy

Mission Statement

As God's family we learn, love and laugh.
 Together: Love one another, forgive one another
 Work together, play together,
 Worship together, be happy together.

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2019	M Williams		D. McCabe	P Stitt
2023	C Kellacher			P Stitt

Policy Review Dates

Review Date	Changes made	By whom	Date shared with staff
2020	Update	M Williams	
January 2021	Update to reflect change to WCR in KS2 and Intent, Implementation and Impact statement	C Palmer	February 2021
September 2021	Update to reflect new scheme of work and DfE Guidance (July 2021)	C Palmer	September 2021
September 2023	Update to reflect change to WCR in KS2 and fluency in Year 2	C Kellacher	Awaiting approval

Signed _____ Date _____
 Chair of Governors

Intent

At St. Luke's Catholic Primary School, we are dedicated to enabling our pupils to become competent and successful readers who develop a genuine love of reading. *Reading skills are the key determining factor for a child's future academic success and reaching their full potential* (World Literacy Foundation) and as we are committed to encouraging our pupils to become life-long readers, reading lies at the heart of our curriculum. Reading is a priority so that all of our pupils can access the full curriculum. We provide language-rich classroom environments and a curriculum where children are exposed to high quality language in a variety of forms.

Implementation

At St Luke's Catholic Primary School, we want our children to develop a love of reading and a good knowledge of a range of authors.

Whole Class Reading (WCR)

Our pupils' reading journey starts in EYFS where they are taught Phonics using *Little Wandle Letters and Sounds Revised* phonics scheme. Phonics lessons continue in Year 1 and for some in Year 2, where children work, at their own pace, through the different phases. In Year 2, this is complimented by *Little Wandle's Fluency* scheme of work.

Whole Class Reading sessions take place in KS2, in addition to daily English lessons. Teaching reading to the whole class means that children of all attainment bands are immersed in the same high-quality literature and discussions that these texts promote (Crosby, DM).

On a Monday and a Friday, the WCR sessions focus on the class novel. Monday's WCR session is an opportunity for children to recap what has been read so far in their text and involves explanation-based questions to allow pupils to explore authorial intent. Friday's WCR session focuses on the skills of prediction, summary and sequencing.

The WCR lessons on a Tuesday, Wednesday and Thursday allow children to explore three different texts that link together with a theme. This is often linked to other areas of the curriculum, for example Space or Around the World. Tasks may include activities to focus on key skills for reading:

- Literal skills (answers can be directly lifted from the text)
- Deductive skills (the text does not directly give the answer but we can work things out from the information given)
- Inferential skills (the text does not directly tell us the answer but we can work things out by considering the hints and clues in the text in light of our own knowledge and experiences)
- Evaluative skills (giving personal opinions, often about whole texts, or successes of author in creating mood, character etc...)

Shared Reading

The whole class shares a text, which is beyond their independent reading levels. The class novel should be challenging. The children should be able to access it, but it should be a text that many of the class could not sit and read cover to cover independently. Shared reading

provides a context for teacher modelling, teaching and applying reading skills. Teachers read to their class for 15 minutes **every day**.

Teaching reading in EYFS and Year 1: Reading practice sessions

- At St Luke's Catholic Primary School, we teach children to read through reading practice sessions that take place three times a week. These sessions:
 - are taught by a fully trained adult (class teacher **or** teaching assistant) to small groups of no more than **six children**
 - use books matched to the children's **secure** phonic knowledge
 - are monitored by the class teacher who rotates and works with each group on a regular basis
 - are regularly monitored by the phonics subject lead to ensure that the consistency and fidelity to the scheme are allowing children to make progress
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions focus on three key reading skills:
 - decoding
 - prosody (teaching children to read with understanding and expression)
 - comprehension (teaching children to understand the text).
- In Reception, these sessions start in Week 4. Any children who, at this point, are not yet able to decode have daily additional blending practice, so that they quickly learn to blend and can begin to read books.
- Children across the school who are receiving Keep-up sessions or who are not yet fluent readers read their reading book to an adult **daily**. For children in Reception and Year 1, this is their reading practice book.

Whole Class Story Time

At St Luke's Catholic Primary School, regular whole class story time takes place in Foundation Stage and Key Stage 1. Quality texts are selected for enjoyment, appropriate to topic work or to support objectives covered in the English lesson and are read aloud by the teacher. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary. Listening to a story promotes the enjoyment of story-telling and reading.

Reading for Pleasure

At St Luke's, 'Reading for Pleasure' is at the heart of our reading policy. Throughout the year, events are planned to promote reading for pleasure in the school community and within our classes, children are regularly given time to independently read a book of their choice. The reading areas in each classroom are a stimulating and attractive environment. They are designed to engage the pupils and inspire them to read. They contain a range of

reading material and pupils are actively involved in the management of the reading corner.

Home Reading

We understand the importance of parents and carers in supporting their children to develop their reading skills. We encourage daily reading at home by sending home reading books from our reading scheme. Parents and carers have the opportunity to record comments about their child's reading using their child's reading record.

Impact

Children will leave St Luke's as competent, confident and independent readers who possess a genuine love of reading.

We work with other schools within FAVSP to moderate planning, lessons and books; ensuring that progress is being made across all year groups. Assessment for learning is ongoing and our staff assess attainment in reading regularly, through both formative and summative methods. Children read regularly to adults in school and complete summative assessments at the end of each term.

The teaching of reading is monitored by leaders through learning walks, book scrutinies and Pupil and Teacher Voice.

SEND

At St Luke's, we teach reading to all children to ensure they are able to access the full curriculum. Adaptations to lessons, activities and outcomes are made by class teachers where necessary to ensure all children feel supported and included. Where necessary, phonics and reading interventions are put in place. These are constantly reviewed and monitored by both the subject lead and the SENCO.

Assessment and Monitoring of Progress

Assessment for learning is on-going. Members of staff assess attainment in Reading every term to update Balance, using evaluations made on their planning and Whole Class Reading sessions, written assessments of comprehension and independent learning the children have produced – either written or verbal.

SWRT is used as a diagnostic assessment of pupil's progress in the Autumn and Summer terms to assess progress.

NFER reading papers are used for formal assessment of pupil's progress.

Home Reading

We work in partnership with parents, so pupils develop a love of books and reading. We encourage daily reading at home, by sending home reading books from the reading scheme. Parents are encouraged to write a comment once a week on our online reading log when they have heard their child read. This support from home supports the reading that is taking place in school to ensure pupils make good progress in developing reading skills.

At the beginning of each school year, 'a guide to supporting your child to read' is sent home to parents with a range of strategies and ideas to allow those at home to support their child with their reading.

Library Visits

Each term all classes at St Luke's visit Frodsham Library. We encourage all our pupils to join the library and make use of this excellent resource to help them develop their reading further. Every summer we promote the libraries "Summer Reading Challenge" to encourage the pupils to enjoy reading and practice during the school holidays.